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ABSTRACT

This document reports on teaching in culturally diverse classrooms from the perspective of mainstream classroom teachers. In-depth interviews with 36 California teachers on the challenges of diverse classrooms elicited their views of a teacher's role, descriptions of curriculum and pedagogy, and stories of the personal development that led to their current approaches to teaching. The interviewees were selected from statewide nominations and varied widely in the grade levels and subjects taught, geographic location, and types of communities in which they worked. The following conditions for creating effective diverse classrooms are reported: (1) supportive leadership; (2) climates of collegiality among teachers; (3) opportunities for interaction and coordination; (4) new curriculum development and materials development; (5) strong support services for students and families; (6) small class sizes; and (7) school structures that promote integration and policies that set a tone of support for diversity. Improving inservice teacher education and disseminating information about professional development opportunities is strongly recommended. Profiles of eight teachers and two special programs, and three graphs of statistical data are included. The following materials are appended: (1) brief descriptions of the teachers interviewed; (2) a discussion of the research methodology; (3) a list of 11 training and development resources; and (4) a glossary. (FMW)

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Teachers' Voices From California's Classrooms

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A Publication of the California Tomorrow Immigrant Students Project

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Teachers' Voices from California's Classrooms

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A California Tomorrow
Immigrant Students Project
Research Report

This report is based on the experiences and work of the following California schoolteachers:

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Judy Bebelaar
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Doris Brown
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SECTION I:
The Challenge, the Changes, the Choice

> "I feel swept up in an incredible time in history. A time of spaceship earth, of our growing awareness of how interconnected we all are. The stage is set for education being an exchange of diverse ideas, for the development of critical thinking, for reaching across cultures and nations. Walls are tumbling down now all over the world, but that means that we face the task of finding ways to make it work with all of us together. As teachers we need to do that in our classrooms—and we have the awesome and wonderful charge of tossing out pebbles and hoping the ripples will spread."
>
> —Toni Bowman, second grade teacher, Woodland

THIS is a book about teachers in California classrooms at a remarkable time in history. In the past decade rapidly changing demographics, spurred by an unprecedented immigration wave from all over the world, has filled our public school classrooms with a rainbow of races, hundreds of different cultural and national groups, and the sounds of almost a hundred different languages spoken. The swiftness and magnitude of these changes present whole new challenges for teachers who must create bridges between themselves and their students—and between groups of students—across the chasms of language and cultural differences, religions, racial identities and national experiences.

This report is about teachers—teachers in regular classrooms throughout California who embrace the diversity of their students and welcome the richness in perspectives and experiences it brings to their classrooms. Teachers who, in the midst of confusing, complex changes in their schools and communities, are engaged in the arduous and creative task of reshaping their teaching approaches and redefining schooling to make it appropriate to the new multi-cultural, multi-national and multi-lingual realities of our society.

There is little codified knowledge yet of how to embrace such diversity and create appropriate schools for a diverse society. Yet every day, classroom teachers are forging new paths in the development of such schools. This report seeks to understand the work of teachers in classrooms with mixed groups of immigrant and native born students. We have documented the paths they have taken to find the combination of perspectives, pedagogy, curriculum and teaching approaches which work to meet the different educational and support needs of their students. And, we have sought to understand the complex work of both validating each child's culture and simultaneously knitting a strong sense of community across ethnic, cultural and language groups.

While our research focused on classrooms of mixed immigrant and native U.S. born students, the implications of the report go beyond. The teachers' words and work presented herein point the direction for preparing all of California's children for the realities of the international society we have become. A diverse society demands an educational system which is equitable, supportive of diversity and simultaneously able to knit that diversity together into a strong unified society. It depends upon schools to work towards eradicating the forces that perpetuate inequities and barriers between groups. This report hopes to contribute towards of an understanding of what that might look like, and how we might get there.

Facing page: Tommie Richardson and students at Franklin Year Round Elementary School in Oakland. Photo by David Maung.

ABOUT THIS PROJECT

"I want to help people see how wonderful it is, how important it is when kids really do reach out across all the barriers the world places between them."

—Madeleine Lee, first grade , Oakland

We became specifically interested in mainstream classrooms—where most immigrant children spend the bulk of their school days, where *all* children face a rich diversity of languages, cultures and national backgrounds, and where teachers have little training and little support for bridging those gaps.

The research upon which this report is based is an outgrowth of California Tomorrow's Immigrant Students Project. Five years ago, that project began to document the needs and experiences of foreign-born children in California schools, and to examine the particular challenges immigration poses for the public school system. In 1988 we published a report, *Crossing the Schoolhouse Border*. The product of two years of research and interviews with students, educators and parents, the report found that most immigrant children have tremendous needs unaddressed by the schools. They face barriers of language, culture, health and mental health that prevent their full participation in schools. The report also found schools largely unprepared to serve these children—without the resources or direction for *how* to serve them, and at times unwilling to do anything considered "extra" for the foreign born child. The report closed with strong recommendations for programmatic and policy changes.

Immediately following the release of *Crossing the Schoolhouse Border*, the California Tomorrow Immigrant Students Project embarked on an effort to identify and document promising practices and programs in immigrant education. That documentation resulted in a second project publication, *Bridges: Promising Programs for the Education of Immigrant Children*. It was intended as a tool for educators and community advocates, and to facilitate communication among those interested in shaping schools to better meet the needs of an increasingly diverse population. The focus on *immigrant* education, and on the special educational programs and supports needed by newcomers to assure their full participation in schools, inevitably led us to a concern also about the impact of immigration on *mainstream* educational programs. We became specifically interested in mainstream classrooms—where most immigrant children spend the bulk of their school days, where *all* children face a rich diversity of languages, cultures and national backgrounds, and where teachers have little training and little support for bridging those gaps.

As the sheer numbers of students with diverse needs and representing diverse backgrounds increases, so too does the necessity of regearing our mainstream to better serve their needs and to understand what really constitutes effective teaching in diverse classrooms.

As we traveled throughout the state giving workshops, speaking, holding discussions with educators, policymakers and community advocates, inevitably questions were raised about what could and should be happening at the classroom level. As individual teachers raised questions, offered their own developing expertise to share, it became clear that a new research effort was needed.

The New Research Effort

This project was designed to document the challenges and elicit the expertise of mainstream teachers in California who face students with whom they do not share a language or culture, and who are actively trying to find ways to create classrooms that allow themselves and their students to transcend barriers of language, cultural differences, and national background. It began with a desire to document the

current process of discovery and to understand the questions asked, solutions attempted, and knowledge being built within mainstream classrooms. The goal was to provide direction for the plethora of new training programs springing up throughout California as they struggle to face a critical shortage of specialty trained teachers, and to transform the mainstream teaching force into teachers able to work effectively both with immigrant children and with culturally and linguistically diverse groups of students. Such knowledge will hopefully contribute to Schools of Education and staff developers facing the design and implementation of programs to help mainstream teachers teach across cultural, national and linguistic diversity. It has implications as well for teacher recruitment, teacher placement, teacher support and educational policy.

From its inception, this project set out to understand teaching in diverse classrooms through the eyes of the teachers themselves.

We decided to go directly to teachers. It had become clear to us in the five years of our work on the Immigrant Students Project that it was teachers who were feeling the fullest brunt of the impacts of immigration and demographic change upon the schools. And, given that we wanted to understand the process teachers go through of searching and creating new teaching approaches to be more responsive to mixed groups of immigrant and native born students, we believed the best way to do so was by learning directly from the teachers engaged in that process.

From its inception, this project set out to understand teaching in diverse classrooms through the eyes of the teachers themselves. We wanted it to be a document that presented the work of effective teachers as their creation, in their words, with the meaning they attach to it. Therefore, it was important that our methodology focus upon capturing their perceptions and thoughts, and that the teachers themselves be actively involved in helping us make sense of the data and determine how to present it.

We sought out teachers who have created ways to address their teaching to the differing linguistic and cultural experiences of their students and have constructed ways to help both native born and immigrant students bridge cultures, race, language and national background to form a strong learning community in the classroom.

In-depth interviews with 36 teachers lasting from 40 minutes to two hours probed teachers' perspectives on the challenges of diverse classrooms, views of teachers roles, descriptions of curriculum and pedagogy, and tales of personal paths of development leading to their current approaches to teaching.

The teachers were selected through a statewide nomination process (see methodology appendix). Out of 80 teachers originally recommended and screened in initial interviews, 36 were selected. These are not, then, ordinary teachers—nor are they necessarily representative of the universe of effective teachers working with mixed groups of immigrant and native US born students. But they *are* teachers who are visibly active and known and identified by others as involved in seeking answers to dilemmas of diverse classrooms. Of those 36, 29 are mentor teachers, and 31 are master teachers—viewed by their colleagues as having important skills and perspectives to share, and actively engaged in trying to articulate and share their expertise.

The teachers we selected varied widely in the grade levels and subjects taught, regions of the state and types of communities in which they work. Yet, they share a deep passion and excitement about the diversity of their students, and are all embarked upon a continuing quest for personal and professional development to hone and refine their curriculum and teaching approaches to be appropriate to that diversity. Analyzing their work, we discovered they have arrived at some shared basic understandings about what teaching and learning should look like in a diverse society. That shared core, culled from interviews and observations with teachers

throughout this project, is described in Section II ("In the Classroom") of this report. Their personal paths of development, and the nature of their continual efforts to refine their teaching are described in Section III ("Becoming a Teacher/Remaining a Teacher"), along with a discussion of the implications for teacher training. Section IV is a "Call to Action". Interspersed throughout are profiles of some of the teachers, designed to give the reader a sense of who these individuals are, and the wonderful diversity they, too, represent.

THE CONTEXT FOR TEACHING

Close to a hundred different language groups, dozens of national and cultural groups, a rainbow of skin colors and racial types are represented in the classrooms of this state. The complexity facing schools in educating such a diverse student population is enormous.

FROM visionary dreams of an ideal schooling system, to repeated references to the constraints and enablers that affect changing teaching approaches, the teachers we interviewed painted some clear patterns of the factors beyond their classrooms that make their work more or less possible. While the bulk of this report centers on the creative and important work teachers are engaged in to meet the challenges of a diverse classroom, their work can only be fully understood by first examining the dimensions of the challenges they face. Their teaching occurs in a context of a school, a district, a community and a society. And the nature of that context greatly affects their teaching. Making diversity work is central to their identity and goals of all of these teachers. But when asked to articulate the difficulties of working with mixed groups of immigrant and native US born students, most of the teachers focused on the power of forces beyond the classroom.

- the difficulty for teachers and students alike of dealing with and responding to rapid demographic changes in their community;
- the weight of the stresses students bring to school from being caught between two cultures and worlds;
- the cutbacks, fragmentation and lack of coordination between programs and resources to support different populations of students.

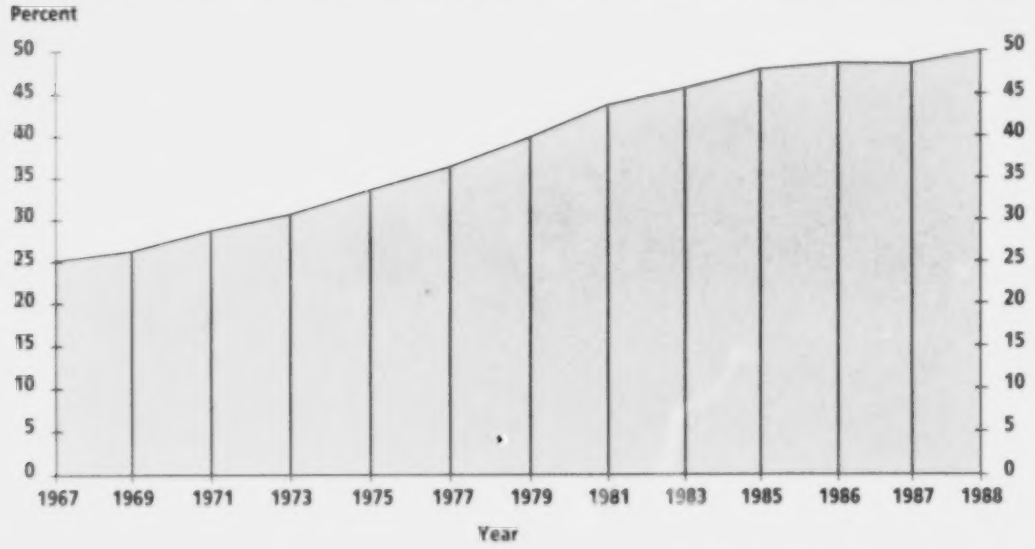
And, they relay long tales of the struggle to shift paradigms within the societal and school culture to be truly supportive of diversity.

California's Diversity: Rapid Change

Heading into the twenty-first century, California's children will be an increasingly heterogeneous population in terms of race, ethnicity, immigrant status, language, culture and family arrangements. Our state's educational system entered the decade of the 90s with a majority of its students members of ethnic and racial "minorities". In fact, there is no single ethnic majority group in our schools anymore. Close to a hundred different language groups, dozens of national and cultural groups, a rainbow of skin colors and racial types are represented in the classrooms of this state. The complexity facing schools in educating such a diverse student population is enormous:

- One in every nine children in the United States lives in California. California's share of the nation's minority children is large; one in every three Hispanic American children lives in California; and two in five Asian American children live

Growth in "Minority" Enrollment as Percent of Total Enrollment, 1967 to 1988



SOURCE: Department of Finance, Population Research Unit

here. In ten years, half of the children in the state will be Hispanic or Asian, with non-Hispanic whites comprising a shrinking proportion of the child population, and African Americans continuing to comprise close to 9% of the student population.

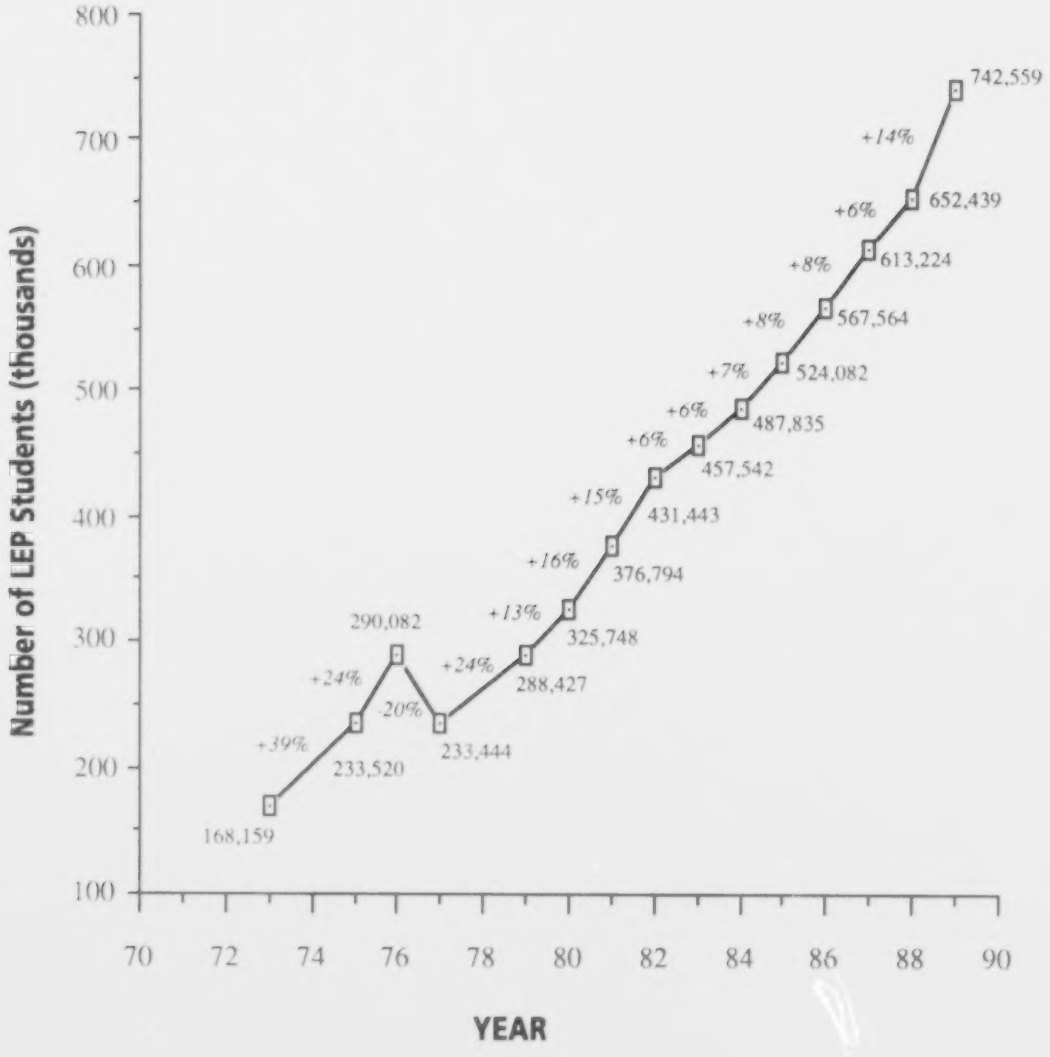
■ There are nearly 6 million foreign born residents in California. Nearly half of the new residents are recent immigrants, and this trend is expected to continue. Most of California's new immigrants are coming from Mexico, Central America and the Pacific Rim—speaking languages other than English, reflecting diverse cultures and national backgrounds, and facing the difficult task of making a transition to a wholly new culture and nation.

■ Approximately 16% of the public school students are born in another nation. Close to one in four public school students are language minority. The number of limited English proficient students has more than tripled in just one decade. These proportions are increasing yearly.

■ A majority of the school districts in California are impacted by immigration and rapidly changing demographics, but the full racial and ethnic diversity evident in statewide demographic statistics is not evenly distributed throughout the schools and communities of this state. Despite the statewide breadth of cultures and races, many children attend local elementary schools and classrooms with students very much like themselves. This racial isolation occurs primarily because of income disparities and residential housing patterns and it poses special problems for preparing students to live in the diverse society they will increasingly encounter as they progress into the upper grades. In many elementary schools and most secondary schools, however, students and teachers face complexly diverse classrooms and the need for a host of new understandings, skills, institutional arrangements and support to ensure that diversity is positive and equitable.

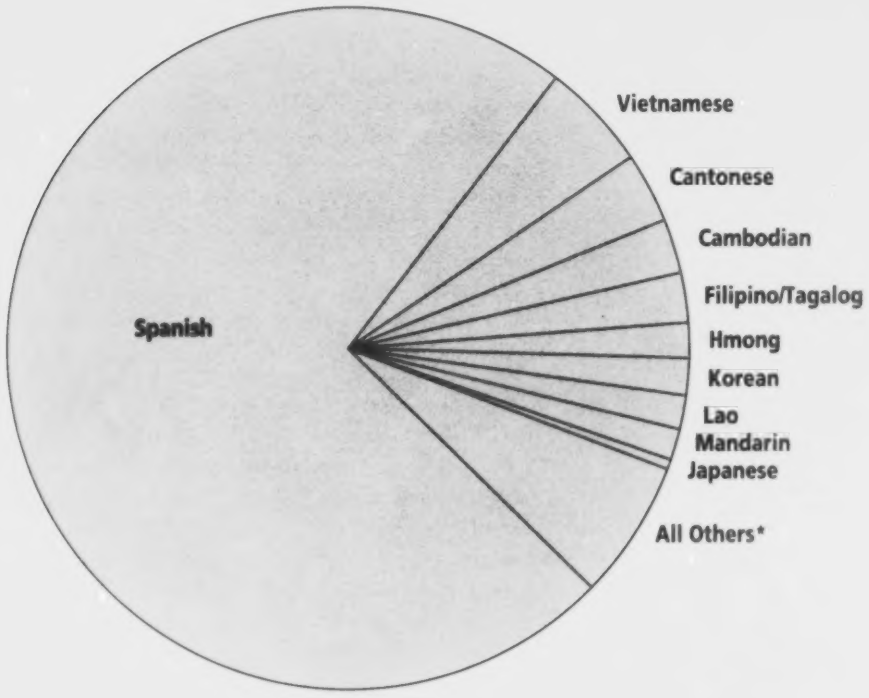
■ The growth in student population, spurred by the forces of immigration, are outstripping the available facilities. According to current projections, California needs at least 2,100 new schools with 42,000 new classrooms in the next five years.

The Growth of Limited English Proficient Students in California's Public Schools 1973-1989



Note: No census was taken in 1974 and 1978.
Source: California State Department of Education, Language Census Reports

Native Languages of Limited English Proficient Students, 1988



***Including Farsi, Other Chinese, Armenian, Portuguese, Arabic, Samoan, Mien (Yao), Punjabi, Hindi, Ilocano, Other Filipino, Rumanian, Thai, Tongan, Hebrew, German, Gujarati, French, Urdu, Italian, Assyrian, Russian, Greek, Indonesian, Pashto, Polish, Guamanian, Visayan, Burmese, Dutch, Hungarian, Turkish, Croatian, Native American, Serbian.**

Data: State Department of Education EdSource 2/88

And, California's space standards are already among the lowest in the nation—with California providing 38% less space per student than the national average.

The swiftness and magnitude of these demographic changes have created new challenges for California, and specifically for its public schools. Teachers must find ways to support children through their transition to a new culture and language. They have to teach in ways which address the very diverse learning styles. They find themselves needing to design a curriculum to be more inclusive of the cultures and national backgrounds of students. Teachers are called upon to provide strong language development for students whose second language is English. They deal with the increasing fear, tension, hostilities and sometimes violent outbreaks between ethnic and racial groups. And, while teachers are trying to find ways to elicit and build upon the richness of multiple perspectives and experiences, they also become aware of the need for changes in the basic structures of schooling to address inequities in access and resources.

> "Essentially all our students are immigrants so you'd think that there would be a common thread. But sometimes it's not so easy for them to see it. Our students who come from Armenia are considered to be fleeing a repressive

As the sheer numbers of students with diverse needs and representing diverse backgrounds increases, so too does the necessity of regearing our mainstream to better serve their needs and to understand what really constitutes effective teaching in diverse classrooms.

communist regime. They're given resettlement allowances, money by our government. Sitting next to them is somebody from El Salvador or Guatemala, who left because their uncle was shot while standing with them on a street corner. They've walked across countries and across borders to get here. They come here and their mothers work as cleaning ladies for minimal pay and they're living next door or sitting next to someone who's come and is being given a resettlement allowance and housing help. One of my biggest challenges is getting these two groups to see themselves as more similar than different."

—Catherine Christie, kindergarten-second grade combination, Los Angeles

Since the great immigration waves at the turn of the century, the response of the schools to diversity has been a system of separation and specialization. Vestiges of that reliance on special programs and on a two or three tiered system of tracking are still prevalent in many schools today. For too long the emphasis has been solely on the development of a cadre of teaching specialists, who are expected to meet the "special needs" of large numbers of limited English proficient, immigrant, or disadvantaged students who are ill-served in a mainstream which is designed for an increasingly narrow band of students.

Such pull-out and separate programming results in separation of children (often upon racial, class and language lines), social stigmas, and difficulties in ensuring access to a common body of knowledge, skills and experiences in school. Furthermore, a system of pull-outs and special programs has left the mainstream educational program relatively intact from the changes necessary to make it truly appropriate for the diverse society we have become. The reality is that despite special pull-out programs, standard programming places most students in mainstream classes for the bulk of the school day with little support for them or their teachers. Critical shortages of specialty teachers have exacerbated the problem, further increasing the reliance on mainstream teachers with neither the training nor support to meet the challenges of such diverse groupings.

Districts throughout California are beginning to grapple with the need to develop new training programs and incentives to provide mainstream teachers with the special understandings and pedagogical tools to work with such a diverse student population. Yet the content of what that training should or could cover is still uncodified—and the resources and leadership necessary to develop the new expertise among teachers has not been sufficient. As the sheer numbers of students with diverse needs and representing diverse backgrounds increases, so too does the necessity of regearing our mainstream to better serve their needs and to understand what really constitutes effective teaching in diverse classrooms.

Schools undergoing rapid demographic change not only face the difficulty of reshaping programs, materials and teaching to the needs of new groups of students, but often are immersed in dealing with the effects of a whole community undergoing change. Teachers feel confused and less effective, students feel confused and fearful, parents feel confused and protective of their children and often become polarized. In addition, where there has been a rapid influx of immigrants into a community the school becomes more crowded.

Glendale, California is an example of a community that has undergone massive and swift demographic changes in just the past five years. It is a relatively small district,

bordering on the giant Los Angeles Unified School District. Glendale had been a white, middle class, conservative community with a relatively stable population, known for its efforts to keep minorities outside the town boundaries. In the past six years, however, immigrants primarly from Mexico, Central America and Armenia have moved into Glendale. The schools are reeling. Ten years ago the district hired an average of six new teachers a year. This past year they had 115 new hires due to the sharp increases in the student population—the vast majority of them limited English proficient immigrants. Ten years ago, 10% of the district were language minority students; today 63% of the students are. The district processes between ten and fifteen new immigrant students a day, and this means that just about every week they are opening up at least one new classroom in the district. In the midst of this, Kate Duggan, middle school teacher with six years in the district, describes the impact on teachers:

> "Change in itself is extremely stressful, and teaching now immerses you in change. Changes in the student population and cultures and races who enroll. New kids coming in and out all the time. And because traditional methods don't work, you always have to be experimenting with different approaches so there are changes in what you're doing as a teacher. All this change affects the entire tone of the school."

The Weight of Students Needs

> "I am not sure why, but it seems increasingly that in the last few years students not only look at me as a teacher, but as a mother or as a counselor. I have spent so much more time counseling kids about their family problems. And I'm not the only teacher I know that has taken kids in to live with me for a while." —Amelia Ramirez, high school English, Redondo Beach

Drugs, crack addiction, unemployment, fears of deportation, suicide, stresses of family separation, gang activity, unwanted pregnancies... the list created by our teachers of stresses in the lives of students that impede their involvement in school is both long and familiar. While teachers spoke passionately about the strengths and wonders their students bring to the classroom, they spoke just as intensely about the pressures and burdens their students shoulder in the world, about the growing economic inequities and social distance between racial and ethnic groups, about the frightening spector of an increasingly polarized society, and the effects on their students of poverty. The litany was recited amidst reports of the added frustration of having few places to refer students which are culturally and linguistically sensitive and appropriate for the students. The lack of these referral networks add to what several refer to as the social worker burden of being a teacher.

While teachers spoke passionately about the strengths and wonders their students bring to the classroom, they spoke just as intensely about the pressures and burdens their students shoulder in the world, about the growing economic inequities and social distance between racial and ethnic groups, about the frightening spector of an increasingly polarized society, and the effects on their students of poverty.

> "The economic problems, the pressures on families, the lack of services is linked to federal policy. And that has a major impact on my classroom. The safety net isn't there. There's no afterschool programs for my kids to go to, no social services for them. This means we have to be our kids' protectors and advocates and there are less and less places to turn to get the assistance and support for them." —Adelina Aramburo, kindergarten, San Francisco

What this means for the classroom teacher is that along with the context of the

lesson, there is more than ever, an extraordinary need to work with and understand the lives that the children bring into the classroom. Winnie Porter, kindergarten teacher in San Francisco goes out of her way to visit her student's homes and to make contact with their parents. She describes:

> "When I came back from the first time I visited the projects, the kids behavior didn't bother me that much anymore. When you realize what home life some kids come from and what they have to deal with, you realize they're not naughty kids, but just expressing their frustration and anger. Maybe they are doing quite well considering what they have to put up with just to get to school. One of my little girls comes in without socks in the morning. If I'd never been to her home and seen that Mom has eight kids, one year apart, that she's on welfare and on crutches, I'd probably get angry with the mother and ask why the hell she can't get socks on her child in the morning. But after the visit I realize that this 6 year old not only has to dress herself, but her 3 brothers and sisters in the morning and help her mom! It gives me such a sense of respect and pride in that little girl."

Winnie goes on to say:

> "One of my little girl's aunties got shot in the throat. She is in the hospital and is paralyzed from the waist down. I'm having to do a lot of counseling for this 5 year old. But when can I find the time during the day to just give her a hug when there are 30 kids pulling on my shirt wanting and needing attention? Another child's mother is so incoherent on drugs that its very difficult to communicate with her when she comes in. I hate to say I've given up, but I guess in a way I have because I don't have the time to be chasing her. With so many kids in the class, I don't have the time or the energy. So basically, I just concentrate on the child in class and do the best I can!"

Lynda Robinson, elementary school teacher in Fresno, adds to Winnie's description.

> "All the schools are in a crunch. They have to be responsible for attendance, they are accountable for parent participation. The test scores have to be up or they'll be in receivership. Then they have to make sure that the kids eat and have clothes to wear. Then there's discipline. And then... how many hours are left to get the curriculum across? You've got to have them write everyday. You've got to read every day. On the one hand, they want all these things, but on the other hand they cut back on our resources. Sometimes you're a social worker. Sometimes you're a parent. The children need hugs, somebody to listen to them, somebody to write to them, somebody to call them on their birthday. Sometimes, if you're a teacher, you're all those things at the same time. And there is never enough time!"

Teachers who care find themselves trying to make up for the lack of support services and personnel, the lack of coordination between existing services. To teach their students, to know their students, to care about their students demands they become involved in trying to provide for the myriad of needs presented by their students' lives in the classroom. To do so across language and cultural differences compounds the challenge.

Society's attitudes

Diversity is controversial. Our society is in the midst of a deeply emotional and profound juncture in which concerns for unity and stability, and concerns for civil rights and cultural integrity oftentimes appear to clash. Schools are in the midst of this debate, and are indeed often looked to by various forces to provide the solution to what may be viewed as a crisis in "e pluribus unum" ("Out of many—one").

As more and more immigrants from around the world join an already diverse native-born California population, the identity crisis we find ourselves in manifests itself in, among other things, battles over the schools. The bitter and divisive struggles over bilingual education resulted in a veto of the state's bilingual education program. The English Only initiative passed in the state by a two to one margin. Censorship drives are particularly attacking the use in schools of literature from other nations and cultures. And all levels of the educational system struggle over a western emphasis in the curriculum. Teachers who are commited to creating more inclusive curriculum, to working on issues of prejudice and tolerance, to ensuring language and cultural support for their students, find themselves smack in the middle of this political debate. They visibly and vocally have to take unpopular or controversial positions, the work they do within the classroom is found objectionable by some and not understood by others. They become advocates for justice, for diversity.

For Jim Antenore, high school social studies teacher in Irvine, the concern is with a lack of consensus about the importance of creating communities that support and respect ethnic diversity and also work to create bridges across racial and ethnic communities. He sees the attitudes as deeply embedded in our cultural values.

> "Education can only be reflective of the society. We don't really have a sense of purpose aside from a love affair with this idea of the individual. That has its legitimate place and is obviously important. But I'm certain in some periods of history we had a stronger sense of ourselves in a larger community—it isn't very powerful now. One of the things I'd like to have us rediscover for myself and my students is a sense of the larger community."

The problem is compounded by what over half the teachers we interviewed perceived as society's overall low level of support for the schools and lack of respect for teaching. With insufficient resources to go around, this manifests itself in even less support for diversity education within the school itself. In this context, Gayle Byrne, high school English teacher, Huntington Beach, tells of an incident in her school.

> "The badminton team has 30 members, and its a great team, but their transportation budget is over $2,000 a year. Now I took a group of students to the Afro American museum and I had to sell candy bars to pay for the bus. And I was $47 short and they told me I would not be able to get another bus—ever—for that kind of project unless I put the money up front. So, for an academic class I took 54 kids to the museum and had to raise money for a sub and a bus. That's the priority. That's the attitude. And that's what our society accepts."

In fact, support of atheletics may provide a model for what things might look like if our school budgets and priorities were firmly placed behind goals of making diversity equitable and workable.

The excitement a school feels when a foreign exchange student arrives, the joy with which some parents plan for a junior year abroad for their child, the assumption underlying higher education entrance requirements of proficiency in a foreign language—all of these rest upon the realization that exposure to worlds, cultures and languages different from our own are broadening and enriching human experiences. Yet too often within our own borders—when it comes to exposure to the rich human diversity of our own people—the barriers of racism and prejudice intervene.

The buds of this commitment can be seen in places of our educational system. The excitement a school feels when a foreign exchange student arrives, the joy with which some parents plan for a junior year abroad for their child, the assumption underlying higher education entrance requirements of proficiency in a foreign language—all of these rest upon the realization that exposure to worlds, cultures and languages different from our own are broadening and enriching human experiences. Yet too often within our own borders—when it comes to exposure to the rich human diversity of our own people—the barriers of racism and prejudice intervene. And, with insufficient resources to go around, the ambivalence and political tug-of-war over culturally inclusive and broad curriculum, over bilingual education, over tackling the hard issue of prejudice and racism, result in even less support for the kinds of programs, approaches, materials and structures which are needed to create a positive diverse school.

THE COMMITMENT AND THE CHOICE

Despite the overwhelming challenges of teaching in California today, many teachers *do* remain. Luckily, there are those who, like the 36 we studied for this report, find that despite the difficulties they are still dedicated to teaching, and excited and inspired by the opportunity posed by the increasing diversity of students in the schools.

MOST teachers who work with mixed groups of immigrant and U.S. born students, work in schools which are overcrowded and insufficiently supported. They teach students who bring often staggering burdens and needs to the classroom which must be addressed as a precursor to learning. And they attempt this work amidst communities in the throes of major demographic change. The pressures on teachers can be tremendous. Where training is insufficient to prepare teachers to work with changing, diverse populations in these circumstances, and where support is insufficient to help teachers meet these challenges, it is not surprising that so many leave the field. For every two teachers who reach retirement in California, seven resign after just one and a half years of teaching (STRS). Nationally, 40-50% leave in the first few years of teaching.

The teachers we interviewed spoke passionately about the difficulties they face in their own teaching and the damage they see occurring to their students within the school system. Immigrant children are passed along year after year without getting the English language development they need; students are tracked and separated by special needs; stereotyped and prejudiced comments are heard in the teachers lounge; teachers struggle with large class sizes and lack of aides; culture clashes and tensions between ethnic groups are common. These teachers talk of not having any place to turn to get the help they need teaching students with whom they share neither language nor culture. They are also articulate about the cynicism and exhaustion of many teachers. Lynda Robinson is an African American teacher and a reading specialist in Fresno. She explains:

> "There aren't many African American teachers, and the hardest part for me is trying to fight the cynicism and separatism bag. A lot of people fall into grasping for that little piece of the pie, and I can understand that because the equity issues are real. And a lot of the kids who are losing out are poor, minority kids. But when you get teachers who are not sensitive to poor, minority or foreign born kids, teachers who say "these kids" and "those kids", and use that language, that is what wears me down. I don't want to hear it ever again. I have to take a deep breath and count to ten before I can speak. Because it is not about *my* kids and *your* kids. My people and your people. It's about *our* kids. And if we can't see that, feel that, do that in our own school sites, how in the world are we going to make it all work as a society?"

And yet, despite the overwhelming challenges of teaching in California today, many teachers *do* remain. Luckily, there are those who, like the 36 we studied for this report, find that despite the difficulties they are still dedicated to teaching, and excited and inspired by the opportunity posed by the increasing diversity of students in the schools. They know, however, that it will take tremendous work—for them personally in their own classrooms, and for the school system overall as an institution—to make the changes necessary to deliver on the promise of that diversity.

It is no surprise that these teachers speak of the importance of finding support for ways to teach which differ from the traditional, and of finding support for doing things which may well be controversial among a faculty or in the community. It is clear that they share a sense of needing continually to seek out new solutions and approaches to keep up with the challenges of teaching in schools with children from all over the world. Their determination comes from a double vision: the frightening and horrifying spector of a world of increased inequities between racial and ethnic groups, intensified fear and segregation between groups—and the dream of justice, of the riches of living amongst wide varieties in human culture and experience, and the excitement and intellectual stimulation of being able to draw upon the multiple perspectives and cultural offerings of a diverse population.

But as prevalent in the discussions as were the many fears and unjust realities which create imperatives for change, it is the strength of the vision they are reaching towards that perhaps best explains what these teachers are about.

- To give their students "choices in life" unimpeded by the color of their skin, the accent in their words or the language they speak.
- To help them "become dreamers and thinkers".
- To give them the courage and strength to stand up for themselves and their beliefs, and the critical thinking skills to formulate those beliefs.
- To infuse them with a love of learning and a strong sense of themselves.

It is clear that these teachers believe they make a diference.

Few schools and districts have a strong comprehensive and commited approach to serving a diverse community. Those wholesale approaches have yet to be created. But in the interim, it is individual teachers, administrators and advocates who are re-shaping education and moving us on the path to the schools we need. And whether the desired support exists or not, the 36 teachers we interviewed have done what they can to find paths to increasing their effectiveness with diverse classrooms of students, to developing their own skills, perspectives and understanding of teaching in a diverse society, and to advocating for the kinds of schools and communities children need and deserve and in which the teachers themselves wish to live and work.

This report is the third publication of our Immigrant Students Project. It began as an inquiry into the challenges of teaching in classrooms combining immigrant and native U.S. born students. But the issues raised by these teachers, the models they present of how to teach and what to teach, have important implications for *all* California classrooms. The diversity of our people goes beyond the issue of national background to encompass the full spectrum of cultures, races, religions and languages which comprise California today. And teaching to that diversity, supporting all our peoples in the strength and beauty of their variety, and providing support for us to find a way to knit together as a society, is perhaps the paramount task facing us as a state.

"I want to instill in them a hunger for knowledge, truth and justice. I see teaching as the opportunity to light the fire that will send them on a quest for life long learning and for justice"

—David Christiano, high school English, Oakland

PROFILE

ADELINA ARAMBURO

ADELINA ARAMBURO is a petite woman in her early thirties with long brown hair, sparkling eyes and a playful smile. Adelina teaches at Buena Vista Alternative elementary school, a Spanish Immersion elementary school. The small intimate size of the school and the bright artwork that covers the walls of the sunny halls and rooms, including a masterpiece school quilt hanging in the stairwell, give the sense of a dynamic and creative place to be.

Adelina has traveled far to get to this school. Born in Mexico, Adelina's family immigrated to the San Joaquin Valley where 8-year-old Adelina entered the third grade and after school worked by her parents' side in the fields.

> "At that time there was no bilingual education, but I was very lucky in that I had a good teacher who was very sensitive to my situation. She didn't make me feel ashamed to speak Spanish or make me feel stupid. Also, she didn't retain me as teachers did with most immigrant children because she knew I understood the material but I just didn't have all the language yet. By the fourth grade I understood the language but not the nuances. I still didn't know what Thanksgiving was."

At home the family spoke Spanish and made regular trips back and forth to Mexico to visit relatives, a journey Adelina continues to make today. She says emphatically, "I maintained that Mexican part of me, it wasn't torn away from me."

In Junior college as an Anthropology major Adelina found work as a secretary in an elementary school.

She enjoyed the atmosphere of the small school where there was an interest in and excitement about learning and a family feeling among staff. It gave her the opportunity to observe different teaching styles. Adelina saw in teaching what she continues to enjoy about it to this day: "the children bring the outside world in to you. You aren't isolated like in an office. You have contact with real people."

Once she decided she was interested in teaching, Adelina, like many children of migrant laborers and farmworkers, was recruited to join a summer program of the California Mini Corps which brings people interested in teaching into the migrant labor camps. It offered the experience of teaching and the chance to make some money. Adelina remembers this pivotal experience with affection: "I loved working with the migrants. I knew where they were coming from, I knew the problems they were facing. I could see their struggles; they were the same ones my parents had gone through years before. One of the prerequisites for finishing the program was making home visits for every child. To this date I still do home visits, not to every home, but I still like to see where the children come from. And if its an area I don't feel comfortable in, we go in teams."

Of her work at Buena Vista, Adelina says,

> "I really enjoy the classroom; the stimulus of the chilren coming in. Teaching Spanish immersion is great because you see this tremendous growth from no

comprehension to real comprehension. I really enjoy the learning process, it's always a new process, never the same two years in a row."

Adelina is pursuing an Administrative credential and Masters but she is not so sure she is ready to leave the classroom.

"I will take one step back to see how I feel but still keep one foot in the door because I really want to stay in the classroom. We really need good teachers in the classroom because so many leave and move into administration. The classroom is where you have the most impact on the kids."

Adelina Aramburo. Photo by David Maung.

PROFILE

GALILEO HIGH SCHOOL CREATIVE WRITING CLASS

GALILEO HIGH SCHOOL stands at the busy intersection of Van Ness Avenue and Bay Street near San Francisco's Fisherman's Wharf. The huge, urban school sports a fresh coat of paint to cover up years of graffiti. Men with walkie-talkies patrol the grounds. The mascot lions that adorn the courtyard steps shine golden in the sun as students pour out for lunch. The relaxed noontime scene portrays the ethnic separation so familiar on the campuses of so-called "integrated" schools and reflects a racially divided society.

Tough Asian-American guys wearing baggy black sweaters and white turtlenecks, their bangs swept up high above their foreheads—classic, casual, conservative—hang out on the corner eating chinese food from white takeout containers. Shouting and laughing, two Black girls in cheerleader outfits chase a Black boy with a SF Giants baseball cap. Inside, in a long hall, two large groups of girls—one immigrant Indian, the other, Chinese-American—sit against opposite walls eating brown-bag lunches; a narrow path divides the two inward-facing circles. No communication crosses that invisible line.

But lines drawn between races, ethnicities and academic skill levels are crossed in the creative writing and poetry class taught by Judy Bebelaar and Poet-in-Residence Katharine Harer. In this class, serious attention to writing, communication and self-expression are combined with a major emphasis on building a strong sense of community among students who would not otherwise have the opportunity, support or courage to come together.

On a fall day, Antoinette Easley, president of the Black Student Union, varsity basketball player and poet, steps forward to practice presenting her poem, "This is My Town," for a National Poetry Week reading.

> "Black as midnight and skin dry as the Mojave desert, selling their bodies just to get a piece of the devil's white powder. This is my town."

Antoinette is backed by three ebullient students, who echo the refrain—"This is my town"—of the chant poem. "Not enough expression!" "Read it from inside!" "Tell it from the heart!" Voices from various corners of the classroom agree that the group needs to put more into the reading. Suddenly, Alfonso Gordon, a tall youth, leaps up to choreograph and direct. He says jokingly and yet with true appreciation, "Oh, it's so sweet, the class coming together."

In the next reading, Antoinette exaggerates, stretching some words, shortening others and putting long pauses in unpredictable places, until everyone is laughing hysterically. The backup "singers" posture like rappers; they spin and strut to everyones delight. Finally, even the quiet students in the corner acknowledge the improvement in the performance with rousing applause.

Teacher Judy Bebelaar pushes her wispy blonde hair away from her narrow face and smiles. Her eyes reveal a quiet determination to get everyone to participate. She asks Mary Chav, a Cambodian student, and Mathew Fong, a Chinese student, to read a philosophical discussion about lies, a work they have written together. They

start to read timidly, but their soft voices are drowned out by the continuing commotion and excited noise level of the still exhilarated class. Fellow student John Akzam, in his deep, movie star voice calls out "Whoa, we can't hear them". The class immediately becomes quiet and intent listening. In their comments afterward, the students demonstrate a wonderful respect for the rap attitude and the outgoing styles of some students and the contemplative, philosophical bent of others.

Bebelaar and Harer believe creative writing—particularly poetry—can create a sense of connection and responsibility in people. Twice a week, students listen to and write verses meant to reveal the human beings behind the skin colors in the classroom. Bebelaar and Harer also read the published works of writers from different races, cultures and nationalities whose voices present contrasts—in form, in content, in varieties of dialogue and expression.

The course takes place in a bright, welcoming classroom. The walls are adorned with posters of Martin Luther King, Jr., a Chinese princess standing among lotus flowers, and a plea to "Stop Bombing in El Salvador." Posted behind Bebelaar's desk are students' poems printed on brightly colored paper. Bookshelves hold a cosmopolitan mixture of poetry and prose by Maya Angelou, Jack Kerouac, Genny Lim, John Donne and Black Elk, among others. The desks are set two rows deep in a U-formation facing the blackboard.

Rare is the emphasis on bringing together a group of students who are diverse not only in race, ethnicity, culture and language but also in academic standing and skill levels. The instructors' approach is as embedded in what educators call "critical pedagogy" and democratic schooling as it is in creative writing; the students use their own experiences as the content for their work and learn the skills in the process. As Felix Jones, with his stylishly shaggy black hair and friendly manner, says, "This class doesn't pour things into us, it gives us room and encourages us and teaches us how to pour things out."

Galileo creative writing students. Photo by Nita Winter.

On the day before a holiday vacation, students jostle into the classroom, raucous, yelling to each other, combing hair, and downing the last sips of Coke. The energetic and talkative Poet-in Residence Harer, begins the class. "Today we are going to try an experiment," she says, but her voice is drowned out, ignored. She tries the old trick of blinking the lights, but today the class is oblivious. Harer mumbles, "I shouldn't have to scream in order to get their attention, but today I may have to." Instead, she puts on a tape of Ntozake Shange, author of *For Colored Girls Who Have Considered Suicide When The Rainbow Is Enuf*, reading her poem "About Atlanta", with the refrain "We're Black and poor, and we just disappear." The power of Shange's voice, the words, the poetry and anger conveyed in the poem about the disappearance and killing of Black children in Atlanta does it. The class is absolutely silent. Intense. Listening. The poetry has captured their attention. The class has begun.

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SECTION II:
Inside the Classroom

"The most wonderful part is that you don't have to be of one group to be able to benefit from, to reach for, to appreciate and enjoy what that group brings. It's like food! We get to eat the food from all these wonderful places—the different tastes, textures, spices—the whole palette. With people from all over the world, from so many different cultures, it's like an American patchwork quilt. All the patches together keep you nice and warm—and so many ideas—so many pieces of the human experience—and together it is both beautiful and warmer than any patch can be alone."

—Gayle Byrne, high school English, Huntington Beach

FREQUENTLY, in discussions about education in a diverse society, one hears language about "teaching tolerance". This group of teachers, however, view their task as something quite different. It is not that they want their students to be able to tolerate people different from themselves, they want instead to ignite in their students the sense of excitement, of possibilities, of vistas and new worlds which diversity has to offer—in short, to embrace and rejoice in diversity.

It is not that they want their students to be able to tolerate people different from themselves, they want instead to ignite in their students the sense of excitement, of possibilities, of vistas and new worlds which diversity has to offer—in short, to embrace and rejoice in diversity.

Despite the broad range of grades and subjects taught, there is a remarkably distinct core of teaching approaches and philosophies that is shared by these teachers who successfully utilized and embraced the new diversity of students. This curriculum approach can be broadly characterized in the following ways:

- a curriculum which teaches to and from the specific experiences of the students
- a climate of high expectation and positive affirmation
- a curriculum which validates and builds the child's self-esteem, and a sense of their own culture and national background and, at the same time, broadens the student's perspective to incorporate new worlds
- a physical and social environment which reflects an acknowledgement and excitement about the diversity of its human inhabitants
- a human relations climate which deliberately and clearly sets norms of acceptable behavior with regard to mutual respect, emotional safety and diversity appreciation
- a pedagogy which emphasizes classroom processes in which students learn from each other through groupwork and sharing
- an emphasis upon concept development, verbal and written expression and communication
- an emphasis upon developing complex intellectual skills, critical thinking and analytical tools

While climate, pedagogy and curriculum are inextricably bound, this section explores them initially as separate aspects of teaching. All of the above are intertwined with questions of language development, language acquisition, and bilingualism, the subject of the final chapter in this section.

Facing page: Katharine Harer and student in a Creative Writing class at Galileo High School in San Francisco. Photo by Nita Winter.

CREATING A CLIMATE SUPPORTIVE OF DIVERSITY

> "We had a lot of tension the first year when everybody came, the Lao, the Mien, the Vietnamese and the Cambodians. You're talking centuries of warring with each other. I won't repeat some of the things they would say to each other, but we had to step in and make it clear that, 'You can't say that'. Finally we got to the point where they did understand everybody needs to live together."
>
> —Tommie Richardson, fourth/fifth grade combination, Oakland

DELIBERATE, thoughtful and continuous efforts to create a climate supportive of diversity is essential as a pre-requisite for formal learning, and as a critical learning arena in and of itself to prepare children with the skills they need to live in the diverse society that now exists.

Many students from different cultures, nations and tongues enter the classroom where the expectations, activities, even the process of teaching and learning are foreign. For all of them, school represents the major institution for introducing them into a second culture. The process of understanding that second culture, and then of determining what they need to (or want to) hold onto or discard from their native culture, can be long, stressful and painful. The teacher standing in the midst of this process is caught in the tension of supporting a child's sense of self and self-esteem, providing support to the child's transition processes—and at the same time, creating and modeling a common culture.

Historically in American schools, and in many schools and classrooms today, the approach has been to socialize newcomers into the dominant American culture and to eradicate vestiges of the child's original home culture. The teachers in this study are committed to simultaneously respecting and learning from the child's culture, while building a new common culture in their classrooms. Sculpting that common culture is a dynamic and complex process of creation, which utilizes the contributions and perspectives brought by each student and attempts to reach across cultures to certain basic human rights and principles.

> "Recognizing our uniqueness, and also our similarities is what connects and binds us. It's central to my teaching—to develop and create an atmosphere of respect where we can share parts of ourselves. Children at this age level (nine and ten) feel a lot of pressure to be the same. They're supposed to wear the same clothes, look the same, listen to the same music. They are terrified to be thought of as different. So I do "Tribes". It helps them recognize who they are as an individual and as part of a planet full of people. And over time we build a safe, caring environment where they are permanent support groups for each other. It happens by kids beginning to talk in a safe environment, to share what's going on with them, to talk about their feelings and their fears. And once you open things up, once they find they can talk, all kinds of barriers fall aside." —Roberta Teller , fifth grade, Oakland

Education always occurs within a certain social climate. Social attitudes and values, and both covert and open beliefs about race, ethnicity, individual worthiness, group identity, and possibilities of achievement, shape the classroom world in

Tim Curbo and students. Photo by Francisco Garcia.

which the teachers work to build their "new" culture. Schools reflect the racial and ethnic hostility, racism, sexism, violence, and inequitable access to resources which still prevail in most communities. And where such racism is not institutionalized, it is often still present in the form of ignorance and lack of understanding. Says Gayle Byrne:

> "How to pronounce their names correctly! It sounds like a little thing, but it's not. We have teachers who all semester long stumble over some names. Worse, we have people who make fun 'Oh his name's Dung, ha ha ha'. That has to stop. And we have to learn why some students won't look at you and not assume it's disrespect. We need to understand so there's not anger attached to it. Teaching the curriculum is one thing. But there is the whole other element of understanding someone's culture and being able to respect it. Until we understand it, how can we teach?"

Several teachers spoke at great length about the importance of giving students a sense of self-esteem and pride in their cultural and racial experience to combat the weight of a dominant culture that devalues who they are. Tim Curbo, first grade teacher in San Francisco was one of them.

> "A lot of kids come to school with their cultural self esteem out of whack. They're not intact at all. What we have to do is enrich their perspective. You've got to validate the children's experiences within their homes, validate their cultural roots, validate their individuality. It's difficult with thirty kids in a classroom. But you do it all the time.
>
> "You have lots of books around illustrated with kids who look like them . We have bulletin boards, 'Yo Soy Latino'.'I am African American and Proud'. We build it in to the formal curriculum and also use their heritage in regular historical references. Holidays as focal points, like Lunar New Year, and Day of the Dead, and International Women's Day, and Martin Luther King Day. Those are focal points. But mostly, it's all the time.
>
> "You're constantly dealing with it in so many small ways. You deal with name calling immediately. You deal with exclusion immediately. And you deal with those in the context of feelings, human feelings, and the context of respect. You really end up setting up social formulas. The kids here are so diverse, they don't come to school sharing social formulas, so together we have to negotiate an environment, build the social formulas—built on respect for everyone. And we validate them on all levels. Everyone in our school learns Spanish, and everyone learns English. Education's all about providing alternatives, but alternatives based on respect."

"It's important for us to remember they are not bad kids. Their teasing and laughter comes not from meanness but from their own nervousness and the strangeness of coming up against people different from themselves."

The teachers in our study agree that it is essential to create within the classroom and school clear norms of acceptable behavior and models of respectful, tolerant and open behavior. Where children come from many different cultures and lifestyles, it becomes particularly important that the classroom concentrates on building shared social formulas for human interaction.

Basic to all their approaches is the belief that incidents of name calling and intolerance should not pass unaddressed because they are opportunities to learn and explore prejudice and how it operates—and because immediate attention to the issue makes it clear that prejudice is a problem not to be tolerated.

For most of the teachers this has definite curricular implications, and their classrooms are visibly filled with materials from different cultures and racial groups. For others it is primarily a matter for how personal interactions are monitored, supported or shaped in the classroom and the school. Teachers varied in the degree to which they use formal work project groupings as a mechanism to help students make connections across cultures and racial lines.

Winnie Porter, a kindergarten teacher in San Francisco, believes that with young children spending time discussing such incidents are the clearest way to help them understand what prejudice is and how it works.

> "Little kids can only learn from things as they happen, when it is concrete and in their experience. Otherwise it's too abstract. So every little incident becomes important as a basis for our learning. I have class meetings *everyday*, whether there has been an overt incident or problem or not. It's important that they know that there is time set aside everyday, regularly, for us to talk about what we are feeling and what has gone on between us as a group of people. That's an essential part of learning in my classroom."

Students learn important lessons about their behavior from the responses they get from adults. Ignoring racist, or other verbal attacks tells students the adults do not think such language is significant.

> "You know, you can say 'Fuck you' in class here and get sent to the Dean immediately. But if you say 'Nigger' or 'nip' or 'Kike' in a class, the teacher just says 'Please turn to page 13.' We hear clearly what's important here."
>
> —High School Student

Moyra Contreras, first grade teacher in Oakland, responds to each incident and makes it a basis of learning and discussion , though it may not always involve the whole class.

> "I always, from day one, make it clear that prejudice and name calling and not playing with kids because of their skin color or language are simply not appropriate ways to behave in school. We have to talk about what is appropriate here. If everybody in the class hears an incident (name calling, etc.) then the discussion includes the whole class, but otherwise I just talk with whoever is involved. I try not to get angry, because it's not the kids' fault. But I *do* try to be clear."

And, indeed, her determination to establish the schoolroom as an alternative environment supportive of diversity is echoed by *all* of the teachers interviewed. Some insist on the importance of teaching children that they are *not* their peers (or

sometimes even their families) and that with courage, they can choose behaviors independent and different from those around them. Others choose to clearly and publicly confront intolerance, and indeed let the students sense their outrage and anger at prejudice. Still others may chose a more veiled approach. David Christiano, high school English teacher in Oakland, feels it is often a mistake to get confrontational because it's just too charged.

> "I speak privately to kids—'what you said may have felt really offensive to these guys...' or try to see it from another perspective. One day over the loud speaker a woman was making an announcement, and she was Filipino and had a very heavy accent. It was a strange sound for a lot of the kids. And some of them started to laugh uproariously. I had to stop them. There was a Filipino girl in the class and she was really upset. It really had an impact on her. I talked about the need to be more respectful. She came up later and said she really appreciated that. A lot of that goes on."

Confronting prejudice, responding to incidents of intolerance or name calling, are done in the overall context of human feelings, and respect. Talking about it—and knowing that they will not be attacked while talking about it—is essential.

David Christiano made the point clearly. "We have to talk about the differences.—to make it clear to kids that these are not something to be swept under the rug because they are "dangerous" issues—but that our differences, and our human reactions to things different from us are important issues to share—and that our differences are seen by me as something that is exciting."

So a sense of safety and confidence, active efforts to lessen the "strangeness" of people different from each other, vehicles for expressing and exploring the feelings engendered by "differentness", and a strong classroom culture of respect are all important aspects of building a climate supportive of diversity.

To do this, however, students need to be helped to realize the impact they have on other people, and to take responsibility for it. They need help seeing how to be helpful instead of hurtful, to see alternatives for what they can do in human relations. And they need support in not internalizing the messages of racism and oppression, and using them against themselves.

In addition to class meetings to discuss social interactions, regular discussions when incidents occur, and clear norms of what is allowed in the classroom, some teachers put significant effort into developing "pro-social" behavior among their students through activities and curriculum units. They use a variety of techniques, but all consistently focus on building the sense of responsibility for each other and a sense of connection. Jan Matthews describes how she goes about it in her elementary school classroom in San Jose:

> "At the beginning of the year I make clear that we are all going to make mistakes and say things wrong. That that is part of learning. I'm going to say things wrong, especially trying to get their names right at the beginning. We all have to know it will happen, and allow each other to make mistakes and also help each other learn. You have to work with the group as a whole. In the beginning it can be horrible because some kids just laugh hysterically when the new kids try to speak English. But we make the classroom a place where they are expected to be nurturing to each other. We talk about how to respect people. I stop kids and tell them "We have to think carefully about what we're

"An overall rule in my class is that you don't make killer statements. You don't say anything about yourself or anyone else that is going to nail their self-esteem. It's not okay to make a gay bashing statement, or a racial slur, or to call yourself a put-down term. It's just not okay."

—Kate Duggan, middle school, social studies, Glendale

doing". And I work with kids by themselves and talk about how they can be helpful. A lot of times if they are teasing or laughing at others it's nervousness on their part more than wanting to hurt anyone's feelings. It's something they have never heard. I have to help them see how to be helpful instead of hurtful to each other."

Whatever is done with the classroom climate and with the social interactions among students—the task is inextricably connected to what is formally taught and how it is taught.

Teachers agree that their responsibility goes beyond helping students learn to be careful about what comes out of their mouths—it extends to teaching them to stand up and confront prejudice where they see it and hear it. And it includes teaching them how to recognize not just personal injury caused by bigotry, but institutional actions that hurt people due to their identity in a group. This may range all the way from the kindergarten class that discussed the lie inherent in "flesh colored" bandages and sent a letter to the manufacturer, to the class that analyzed the racial patterns in their school's placement in GATE (Gifted and Talented Education) and in Special Education classes.

Standing up to confront prejudice is just one part of helping students take responsibility for their world. Toni Bowman gives an example.

At her elementary school in Davis, as part of a global education approach, she tries to help students develop a sense of responsibility for taking care of their world. This begins simply with taking care of things in the classroom and contributing to projects in the overall school. But extends as well to caring for the earth.

"I want students to feel that working together they can make a difference. This year we worked on a rain forest project for Earth Day. They raised $270 for the rain forest and sent it to the Nature Conservancy to buy acres of the rain forest. My kids were able to purchase 9 acres, which is about the size of our school site. We could go outside and stand and look at the school grounds and say "This is how much rain forest we put into conservation". They raised the money by bringing aluminum cans for recycling; and also by having a toy recycling project where everyone brought toys and we sold them to each other. We were amazed that the quarters and dimes and nickles and pennies really added up to quite a bit of money. I do something every year that focuses on them giving out to the world. It's important."

The teacher as "model" was repeatedly referred to in interviews by this group of teachers who are clearly very aware of the impact their own attitudes and behavior has upon their students. Jan Matthews explains:

"A teacher has to model appreciation. They get so many models on TV and around of adults who aren't appreciative of diversity. I look forward to what they bring that is new and different into the classroom. And throughout the year kids are encouraged to bring in pictures if they have gone somewhere, or pictures of someone they love who lives somewhere else. I model curiosity about the worlds beyond our little individual reach. I encourage them to share and to find out about other things and each other. I want them to see my curiosity and excitement that we are all different and have different things to offer."

Further, the teacher needs to be a model of speaking out against institutional bigotry. Judy Bebelaar's high school writing class in San Francisco has additional impact because she actively recruits students of all races and of all ability levels. Her

inclusion of ESL students, Special Education students, "average" students and honors students, lays bare the common myth that only "smart " kids can appreciate and write poetry, and brings into question for her students the entire tracking system.

Classrooms are not islands unto themselves. All of the secondary teachers, and some of the elementary teachers, emphasized that classroom climate alone can not produce the environment for learning and support of diversity that is needed. *School* climate is also essential, and the teachers who care about this issue inevitably become involved in campus wide activities. This means, for example:

- Being vocal with colleagues, with the administration, with *all* students about incidents of intolerance, racial or ethnic inequity, and the need for creating a climate supportive of diversity
- Making diversity evident in the events, in the halls and on the walls of the school
- Working for the articulation of school-wide diversity goals
- Initiating and sponsoring school-wide campaigns, projects and activities to emphasize inter-group relations
- Taking public, visible stances on diversity and equity issues in the community

Gayle Byrne has worked long and hard for years on establishing a strong school-wide campaign.

> "I began by looking at programs, every program I could find, that seemed successful, that embraced kids wanting to *do* something meaningful and believing in justice and equality. Adolescents want to belong to something, to feel connected, to feel they make a difference. So I developed a program, a *campaign*, really...a political campaign for the entire school. With slogans and t-shirts. The theme last year was "We Have Work to Do" referring to the work to be done in eradicating prejudice and intolerance. Next year the theme will be "Walk in My Shoes". The students learn how to organize a campaign, how to get messages out and messages across, how to work with the media (every newspaper in the area knows what we do). This is part of the formal school day, not extra-curricular, although the campaign does sometimes organize after-school activities. We have a Principal's Council, of 28 students of all ethnicities plus the Principal, to deal explicitly and only with issues of cultural and ethnic diversity and prejudice. They meet monthly, and whenever any member wants to call a meeting because they feel it's needed. And it's a real council. With donuts and coffee. They make recommendations. They participated in our accreditation review."

Whatever is done with the classroom climate and with the social interactions among students—the task is inextricably connected to what is formally taught and how it is taught.

Judy Bebelaar team teaches her Creative Writing class with Poet in Residence Katharine Harer. The classroom climate of safety and respect are wholly inseparable from the skills and content they teach. They believe that creative writing—and particularly poetry—can create a sense of connection and responsibility in people. Judy and Katharine regularly read the published works of writers from different races, cultures and nationalities whose voices present contrasts—in form,

"Some teachers feel uncomfortable about dealing with issues of prejudice in their classrooms. Or they believe that getting through the material is more important than dealing with climate. But to me it's not possible to teach without establishing a certain climate. And the essential content I teach in literature revolves on issues of human relationships, justice, tolerance and prejudice. The two aren't separate. They can't be."

—Gayle Byrne, high school English, Huntington Beach

in content, in varieties of dialogue and expression. And this is partially done to address the racial and cultural barriers students confront on campus.

The class—its content and climate—emphasizes building community. The objectives of the course, in addition to learning writing skills, are teaching students to write honestly and deeply "from the heart" about their lives and feelings; and helping students learn to share their work and to take responsibility for supporting each other.

Nine of the teachers in this study choose to have specific curriculum units on prejudice. They consider these units essential to create a classroom climate supportive of diversity and to provide students a human and an intellectual framework for understanding forces of racism and prejudice. But the vast majority of teachers do not have explicit "prejudice" or "racism" units and rely instead on working with material within a general curriculum. Gayle Byrne does both.

> "I don't say 'Okay, we're going to do prejudice today'. I just incorporate the nature and spirit of it on a daily basis. If anything comes up, we use that issue. For example, I teach *A Pardoner's Tale*. There's a reference to the pardoner in terms of being homosexual in 14th century English literature, and it's a very negative reference. So we approach that as a form of negative labelling, and use one of the labelling exercises from "A World of Difference" Prejudice curriculum adapted to literature. We explore 'What are the dangers of this negative labelling?' 'Who loses?'"

She recounts one incident in particular of a class discussion following reading *A Pardoner's Tale*. The main character is clearly a homosexual, and inevitably some students will snicker. One of the students called the pardoner a "flaming faggot".

> GB: You're a really nice man, Andrew, you really are. Do you deliberately go out and hurt people?
>
> A: Well, no.
>
> GB: Well if you knew that you were going to say something that was going to hurt somebody, even if you didn't agree with that person, would you knowingly hurt someone's feelings by something that came out of your mouth?"
>
> A: No, no.
>
> GB: Well when you say "flaming fag", you're hurting someone.
>
> A: Well I didn't mean to.
>
> GB: I know you didn't mean to but you did. So you unknowingly smacked someone upside the head! That's what you do when you use a blanket term. When you throw that word out there, there could be a person over here that that word relates to and you don't even know that person, but you end up hurting them. Anyone in your hearing space can be unknowingly hurt. And it hurts for a long time, a long time for that little piece of them to be built back up again. That's why we have to be careful. You can't just let things pass right from your mouth without going first through your heart and your brain.

A couple of days later, Andrew came up to her and said "You know Ms. Byrne, I think I really understand what you were saying."

When School and Home Clash

In 1988, *Crossing the Schoolhouse Border* reported on the relations between schools and immigrant parents and students. We wrote:

> "No other part of our research elicited such painful responses from students indicating how torn they feel between the old and the new. Feeling loving and protective of their parents, they try to shield them from the abuse and hostility of the new culture towards immigrants. Yet they also feel shame at being associated with the old culture and the lack of sophistication their parents display in the ways of the new culture."

The teachers in this study seem acutely aware of the tearing between the worlds that often rends their students in two. Most of them spoke at great length about the importance of giving students a sense of self-esteem and pride in their cultural and racial experience to combat the weight of a dominant culture that devalues who they are. And indeed, the major curriculum thrust in all of these classrooms is on valuing the contributions and strengths that the immigrant students bring. But there are times when the social construct of the school, and the values a teacher wishes to impart in the shared context of schooling, conflict with a child's home culture. For these teachers, it requires a careful examination to weigh what action is appropriate. This tightrope tension came up repeatedly in the teacher interviews.

> "One of the biggest problems as a teacher is trying to overcome some prejudices from outside the classroom—prejudice against certain groups of people, racial and gender. The combination of culture and gender prejudice is particularly hard. Especially for a woman teacher. Last year I had a lot of trouble with a Tongan boy. Women aren't exactly on as high a pedestal as men are for them. And me, as a woman teacher, just didn't have a bit of authority or status for this boy. He just wasn't raised that way. You can't change it overnight, so I hope to have an influence by modelling it in whatever I do. But it made for a really hard teaching relationship. The counselor decided to put him into another class with a male teacher, and he did just fine. It was one of those cultural differences that will take a long, long time to overcome. But you wonder, what's your role as a teacher in all this? When do you fight it and when do you have to agree to flow with their culture?" —Doris Brown, sixth grade, San Mateo

Sexism cuts across cultures. The teachers talk about prejudices against education, and the importance of being sure female students see education is important to them, despite family beliefs, usually true, that education will function to move women out of the family home. The parents too struggle with the conflict, wanting desperately for their children to do well in the new world yet wanting to keep them safe and familiar to the world they understand. One third of the teachers interviewed in this study spoke to the double power of gender and cultural biases, and what they view as the painful conflict in supporting students intrinsic human rights.

Gayle Byrne is passionate on the subject. She recounts having taken one of her students home as a foster daughter. The child was Vietnamese and was regularly beaten by her father. After reporting these incidents to Child Protective Services and finding out there were no foster placements for the teenager Gayle took her in herself. The girl lived with Gayle for 2 years until she graduated from high school.

Indeed, the major curriculum thrust in all of these classrooms is on valuing the contributions and strengths that the immigrant students bring. But there are times when the social construct of the school, and the values a teacher wishes to impart in the shared context of schooling, conflict with a child's home culture.

Having different cultures represented in a classroom, and emphasizing international and multi-cultural studies in the curriculum create important opportunities for exploring the varieties, differences and similarities in how human society has organized itself. Equally important, it provides a backdrop for exploration of basic human experience and human rights.

> "For a long time she kept saying 'That is what they do in my culture. I was bad, and he is my father, and he has a right to beat me.' And I had to keep saying to her 'It's not okay what has happened to you. It's not okay to be abused in any culture.' Constantly reaffirming her rights to protection from abuse, her rights as a human being. That's a basic human right. *You can take pride and hold on to aspects of your culture and still reject those parts that are abusive.*"

Having different cultures represented in a classroom, and emphasizing international and multi-cultural studies in the curriculum create important opportunities for exploring the varieties, differences and similarities in how human society has organized itself. Equally important, it provides a backdrop for exploration of basic human experience and human rights. For children in bridge generations this exploration has a particular importance as they are necessarily involved in the painful process of sorting what to retain and what to leave behind from their home culture. The choices, the answers that worked for their parents may no longer work for them. Yet to chose new options may drive irreparable wedges between them and their families.

For a sensitive teacher it is a delicate matter how and when to challenge aspects of a child's home culture, and how and when to support a child's allegiance with that culture. The choice of when to "fight it" and when to "flow with it" is handled differently from teacher to teacher, and also from situation to situation. However, all teachers in trying to establish a common and shared set of rules for human relations in their own classrooms face the dilemma at some time.

Moyra Contreras, first grade teacher in an Oakland elementary school, unconsciously stated the dilemma. "My role is to respect the kids as they come into the classroom as opposed to trying to change them into something they are not." Yet she is wholly unambivalent about holding firm against cultural and racial prejudice.

> "Every year, negative stereotypes come into the classroom from home. So every year I've had to deal with that head on, talking about it and talking about how kids are expected to treat each other in our classroom. And I have to ask them to disregard what they've been taught at home. I try to never get angry at the children, because it's not their fault, but I am really very stern about what I will accept in the classroom."

She recounts when a Latino child in her class had been placed with a black parent driver for a field trip, and the parent complained that he didn't want his child placed in a group with a black man.

> "The father requested that next time I place his child with a different chaperone. I said 'Sorry, you get who you get'. The next time the child was not given permission to go on the field trip. It was too bad for the child, but I had to remember that I was teaching her something important. I had to demonstrate that I am serious about what I was talking about, and that I wouldn't back down. That I absolutely would not in my own classroom reproduce a system that allowed the color of a person's skin to determine anything. So unfortunately, she didn't go on field trips. But you do what you can."

Juggling diverse viewpoints and cultures is not just a matter of attitudes about people of differing races. The tension between families and schools inherent in the

powerful socializing role accorded to schools in our society has become greater as our society has become more diverse. Families, fearful of losing their children, or of harm to their children, sometimes pressure the school to limit the realms of questioning and challenging that occur. Schools, unconnected with communities yet answerable to everyone, choose to stay with limited, "proven safe", curricula. Says Amelia Ramirez:

> "I think people are just afraid, and I don't know why. People are afraid to know about somebody else, or some other ideas. I don't know why. Ideas can only enrich you. I was teaching mythology and one of my students told me 'I can't read about other gods like Poseidon because it's against my religion' The thing is, it's important to know about other peoples beliefs. And it's also important for other people to understand your beliefs too. The world is becoming smaller and smaller, and we need to understand each other, or we'll be in big trouble. The walls are coming down, we shouldn't support building them higher..."

To Have the Power of Choice and the Dream of Justice

> "I want them to be proud of who they are and where they've been and not hide it. I see a lot of this name calling amongst themselves. We're a divided people. They call each other wetback. They call each other greaser. They are constantly putting themselves and their peoples down. I do a lot of work to help them realize this is not the way to go. Everybody has something to contribute. And my lessons are deliberately chosen and structured to validate them and help them look through other people's eyes. Lessons that give them opportunities to see things and not be criticized for them, but see things through Hispanic's eyes and role play them again through Anglo's eyes and Black people's eyes. To step out of themselves and look from different perspectives. I try to get them to see that there's life outside of Huntington Park."
>
> — Barbara Vallejo Doten, high school social studies, Huntington Park

Many teachers spoke movingly about the strengths their students bring to the classroom, and the ways in which their different cultures and attitudes become learning ground for the others.

Often, in the midst of conflicting viewpoints and cultures, people are tempted to cling to their own ways. For students who are immigrants, or first or second generations in this country, the tug of war between cultures and perspectives is painful and difficult. Feeling threatened by people different from themselves and retreating into the traditional ways of their home culture is the flip side of students who feel (out of shame) they must repudiate their heritage in order to encompass an American lifestyle. For African American, Native American, Hispanic, or other U.S. native born young people of color, living amidst the dominant white middle class culture creates similar dilemmas and pressures.

For bridge generation students particularly, but for all students in a complex and diverse society, it is essential they have the ability to think critically about social issues and to perceive the choices available and weigh the costs of those choices.

Many teachers spoke movingly about the strengths their students bring to the

"Critical thinking is very important in my teaching. Students are not going to be told what is right and wrong in life. They've got to do that in their head, to reason it out. To be a robot is not going to work in this society. They have to have the ability to think and see."

—Tommie Richardson, fourth/fifth grade combination, Oakland

classroom, and the ways in which their different cultures and attitudes become learning ground for the others. As an example Winnie Porter explains:

> "It's great, because they learn new ways from each other. A lot of my poorer kids have a strong sense of community. Older kids walk by my classroom and peek in and check up on their brothers and sisters and cousins and next door neighbors. The older kids take responsibility and look out for the others. You don't see that much among middle class kids. Sometimes some of the Black kids will say 'Do you know where my brother is?' and it confuses us at first because its not really their brother they are talking about. You aren't sure if its a fraternal or blood thing. But their sense of kinship to each other is so strong. It's not just words, it means something. And that seems wonderful compared to the isolation some of my other kids feel. My middle class kids often learn from these kids how to work in a group. They arrive at the beginning of the year and it's 'Look what I can do' And by the end of the year it's also 'Look what our table did, look what our group did'. Black and Hispanic kids bring that sense of community with them to class. It's in their home where there are aunties and uncles and cousins. "

To Lynda Robinson, one of the great pluses of teaching in an age of diversity is the extra dimension of choice which becomes possible when people of different cultures, languages, perspectives and races come together. Lynda has studied widely of her African-American heritage, and has done intensive study in Mexico as well. She explains:

> "I learned Spanish because I knew that in order to do anything I would need to be able to communicate with people. In my community the poor people are Blacks and Hispanics. In Fresno if I say something in Spanish the kids all turn around...'Oooh, you know how to speak Spanish, Ms. Robinson?'. They are amazed. That's important because I want my kids to see that you don't have to grow up just one way. You can be African American and also speak Spanish. You can be a lot of ways. You can be a bridge."

Barbara Vallejo Doten teaches in a school of primarily Hispanics. She is a third generation Mexican-American, and feels she has one foot in one culture, and another foot in another. Barbara is passionate about her students' rights.

> "I want them to see that they have rights. If you don't know you have a right to x, y and z, then you'll get stepped on. You need to be educated about that and how to use those rights and how to be responsible for those rights. I try to get them to see that there is life outside of Huntington Park and that it is not all Hispanic. But by the year 2,000, Hispanics will be the largest ethnic community in this country. What will that mean in terms of our politics? In terms of our economy and educational system? I tell them they could really have an impact if they only know their rights. I tell them they can really do something important. I want them to understand what justice for all really means."

Students, constrained by narrow visions of their own potential and possibilities are repeatedly encouraged by the teachers we interviewed to see in the people around them—in the literature they read, in the history they study—aspects of the human experience which present choices and models for them.

Gayle Byrne explains:

> "I tell them, you're studying British literature to learn about choices that you can make in your life, to glimpse in the characters and the lives of these books new possibilities for your life. Otherwise, other people will decide for you what you can and will do."

Seeing choices is not the same as giving students choices, however. Students also need a strong sense of themselves to help them withstand, understand, and transform the prejudices and and injustices which have denied them entry into worlds not traditionally theirs. The teachers in this study were also adamant that children must also have the specific skills and knowledge which will allow them entry into those worlds—skills and knowledge necessarily rooted in a strong academic program. The content of the class, therefore, must be well taught and rigorous. And just as the climate of the classroom is transformed by the diversity of students—so too is the academic curriculum.

Barbara Vallejo Doten. Photo by David Maung.

PROFILE

JIM ANTENORE

JIM ANTENORE is an earnest man whose commitment to learning has deep personal and political roots. At Irvine High School, he teaches Comparative Religions, International Economic and Political Issues, and World Cultures, classes more likely found on a college campus. Indeed, Jim was on the professor track but chose to leave graduate work in History and began to teach at the secondary level.

> "From when the ideology of the enlightenment was first presented to me when I was young, though in a somewhat simplistic way, I took it seriously. That there is a strong public purpose and benefit from having educated people in society. Yes, we are a society that is sexist and racist and nationalistic, but our underlying assumption has always been that we are a society that strives towards being a just society. And though I can be disappointed that we don't live up to the rhetoric of justice, the *promise* of justice is very powerful for me. And that is why I chose teaching."

Jim has a lot to say and give, his deep knowledge of history and international studies informing every aspect of our interview. His heavy focus on the content of his curriculum leads him to constant reading in search of new primary sources. He comments enthusiastically:

> "There is the whole world out there of great materials. Right now I have a new stack of books sitting right here including ones by Gabriel Garcia Marquez and African writer Chinua Achebe I'll begin to use in my World Cultures class. I'm also trying to integrate more science in."

He is genuinely concerned that his students develop an understanding and appreciation of different ideas and people. Personally dedicated to issues of diversity, Jim has been involved in developing new courses in international curriculum, working on the schoolwide ethnic and intercultural relations program, and his own personal quest to learn as much as he can about the cultures of his students and the world beyond.

> "It's a constant theme in my mind. Trying to get my students to transfer the principles we work on within the curriculum and in my classroom into how they live. It's one thing to be in the classroom and have students relate to issues in human relations, and another to have that overlap to how they relate outside. It's important to challenge our students to live their principles. And one way I do that is to model it myself as a human being outside the classroom."

In fact, Jim is adamant that what occurs in a high school classroom cannot be divorced from what is occuring outside in the hallways, on the campus or in the world. Sponsoring the "Students for Social Responsibility" club and encouraging

Jim Antenore. Photo by David Maung.

community service and involvement among his students, Jim views his mission as a teacher partly in terms of educating students to a sense of community involvement and responsibility.

> "Schools have so many missions. A lot of times the priority of schools is to have a winning athletic team. And somewhere on the list you might see some mention of intercultural relations. But there's various levels of understanding, obviously, and commitment. Some may support it or give it lip service or think its is just fine and kind of proper to be tolerant of people who are different. But it is the central and ultimate thing I'm about... it gives me my sense of purpose."

BUILDING THE CURRICULUM

> "Sometimes the problem is that they see themselves as more different than similar, so conscious of how they are different. So I work on it all year to help them see across their differences. First we make it overt—not glossing over the fact that we come from different countries and speak different languages at home. We use maps, talk about what they brought (literally and then expand to culturally). We use literature that is about immigration before and immigration now to show it's not just different countries, but it's been ocurring throughout history. And then we talk about what are the similarities. What do you share in common. That becomes so important! We're all human beings first—different —but mainly the same"
>
> —Catherine Christie, K-2 grade combination, Los Angeles

WHILE some teach social studies, some teach English, some are secondary and some are elementary teachers, the majority of the teachers we interviewed strive to build their curriculum upon the diverse experiences of their students and to augment the normal curriculum with supplementary efforts to teach about the cultures and nations from which their students have come. Teaching to and from a child's experience incorporates several different strategies and approaches in the work of these teachers. For some, global education and international curricular themes are interspersed throughout their teaching—themes which help students understand the cultural basis of differences and which help them locate their own cultures and experiences within a broader human framework. They emphasize inclusion of the national and cultural backgrounds of students in their curriculum, actively working to seek literature and materials from and about those experiences. For others, teaching to and from a child's experience is not a matter of the *content* of the curriculum as much as it is a pedagogical approach in which children are encouraged to speak about, write and share their experiences with others.

Global and International Perspectives

> "Beyond speaking to the universal stories and feelings all of us share, great literature enables teachers and students to explore and learn from the differences among cultures and times. To capture the breadth of human experience, a strong literature program offers the language and literature of many nations and perspectives; of racially and ethnically and culturally diverse societies. With a rich and diverse background in literature, students can begin to discover both the remarkable wholeness in the intricately woven tapestry of American society and the unique variety brought by many cultures to that intriguing fabric."
>
> —Nan Cano, high school English, Agoura Hills

Almost one half of the teachers in our study have been heavily influenced in their work by the global and international education movement—infusing those concepts and awareness throughout their teaching. For them, the study of culture is essential. They have each embarked on their own unique journey to collect materials and put together a curriculum appropriate for *their* students in *their*

classroom.

They do it differently. Some begin with personal sharing about backgrounds and build upon the personal experience to develop broad concepts. Others prefer to do it the other way around—grounding the international and global explorations in the literature and historical themes presented by the curriculum.

> "I start with them. We talk about it a lot...where people are from, who speaks a second language. I work a lot to develop the concepts by using maps and set a context and sense of allowance so that the concepts of different languages and places grows into their own discussions about who they are...they bring in sharing things and talk about where they are made. We have a big globe so you can see the world, and we put dots on all the countries where we find things are made. We start really slow, we start on the world...is there more water? more land? we build those concepts first and then the continents and then where we are. We do a lot of oral talk about it before they actually have to come up in front and say "My parents were born in..." That is important, because a lot of times the kids don't have an understanding of what their ethnic title refers to. Even the Indian children did not know the country's name was India. They referred to it as "the old country".... So its a gradual kind of development for them. They can look at the globe and then transfer what they see there."
>
> —Jan Matthews, fourth grade, San Jose

There are important differences between secondary and elementary teachers in this regard. Secondary level teachers have less flexibility to integrate aspects of the curriculum and have more time constraints on building the curriculum from their students personal experiences. Nonetheless, the inclusive approach shares important elements.

Toni Bowman, second grade teacher in Woodland, explains how a global and international curriculum departs from traditional approaches to the early elementary grades:

> "It's my goal to have students be focused internationally—because its important to me, but also because its important to *them*. It used to be that social studies programs were based on expanding environments—kindergartners learned first about themselves; first graders learned about their families; second grades about the community, and it got bigger and bigger each year. Perhaps that made sense at one time, though I'm not sure it ever did. But now, in a diverse classroom, even for kids to begin with themselves means beginning with the world. So the person sees himself first as part of the world, rather than seeing himself first and the world as secondary. It's a subtle but important difference between whether you fit into the world or the world fits around you. And TV has opened a lot to kids, who are in some ways very aware of a bigger world beyond our community."

Alice Lucas is a middle school social studies and ESL teacher in San Francisco. She approaches the study of geography by linking it with five aspects of a culture: economics, religion, art, architecture and education.

> "I have kids look at American culture because its all around us. They can do it personally, and look at the values in their family. And that means we do it with

every country we have in our class. And no matter which course it is, I work in the culture and history of each child's family roots. I've done it with multi-ethnic classes, with US born, with foreign born. And diversity among the students means it's important to develop concepts cross-culturally. For example, we talk about slavery as a concept—as the oldest economic system in the world. We talk about it in Cambodia, in China, in India and the United States. It helps them see not just the national or cultural peculiarities and specifics of their own backgrounds, but the cross cutting experiences as well. When I'm teaching things that seem pretty far out for these kids (like *Call of the Wild*) I try to find parts that relate to their own experiences. I think that's the first thing a teacher has to do. You have to know their background and then key your teaching to that when choosing materials. When I teach geography, for instance, I teach the basic concepts of land formation. I use their own countries. They learn about their country, they see its name and learn about where their people came from and how the land shaped their experiences."

David Christiano, a relatively new high school English teacher, wants more than any other goal to design curriculum to open his students' minds, to broaden their horizons.

"One of my interests is music from around the world, so I expose them to music from contemporary African or Latin American countries. It's important. Many are stuck in their own local experience, and haven't really looked outside it. So I want them to step outside, to see beyond. And I'm also very much concerned about finding ways to make sure they're proud of their own culture and their own heritage. I'm really trying to deal with the tension between asserting your ethnic identity in a positive way, and assimilation or acculturation or just acceptance and appreciation of other people. So kids

David Christiano. Photo by David Maung.

have to be exposed to a lot of ground so they can know and feel proud of their own culture and yet not trash other peoples cultures—and to be able to begin to appreciate those other cultures as well."

Such approaches are viewed as important by these teachers because they validate and support the backgrounds of their students. And yet they talk about what they do not just in terms of the validation of those experiences and the self-esteem and knowledge for students who grow in knowledge about themselves, but also of the tremendous importance of opening the horizons and perspectives of students by teaching them about cultures and viewpoints different from their own. In this kind of teaching, diversity in a classroom is a distinct advantage—for students bring with them important expertise to lend and share with their peers.

"When you start talking about Islam you've got three kids who are Islamic. You talk about freedom of the press like I did today and you've got a Soviet Armenian kid who talks about curtailment of that freedom in the Soviet Union. The cultural diversity comes out if you allow kids to express it, and it makes real and human the very issues we need to teach about."

—Kate Duggan, middle school social studies, Glendale

These global approaches serve both to help students become successful in the majority culture, and to prepare members of the majority culture to study and honor themselves and the newcomers. Angela Steele, high school ESL teacher in Redwood City, uses multi-ethnic literature to encourage reading skill and, "...to raise levels of consciousness and help them think 'Where am I from?, Why am I here?' And, more than anything else, not to hide it or blend in". She says earnestly, "I try, through the literature, to empower them by giving them a context of their own background, and to help them find new ways to see each other".

"I feel it's necessary to take a lot of time to explain things culturally...for example, where a piece of literature comes from. I teach British literature, and there is nothing prior to the 18th century that isn't church related in some respect. Before I can teach it to a class that includes students from such varied and diverse cultures I have to first create the context of a Christian-Judaic society. In my class I have Buddhists, I have Hindus, I have Moslems. They don't have that orientation. So I talk about Scripture, for example. Today we did John Donne and there's a line in Meditation 17 about 'the Church is Catholic, it's universal'. I began to explain that he was talking about being Catholic or Protestant, and a Korean student who's Buddhist raised his hand and asked what I meant. So went back and took a look at the different denominations of Protestantism and how the Reformation affected them. To me, that was culturally educating the class with regards to a cultural context in which they are all now living. I'm real careful to do those things. I always say 'Culturally, this is what this means', or 'This is where they were coming from then.' And then I open it up for discussion about similarities and differences in cultures. We get kids to talk about parallels in their own cultures and religions. 'What's the symbol of passing from life to death?' 'What higher being or entity do you talk about?' So that's something I try to do—it's necessary for them to understand 18th century British literature, and it's necessary for them to begin to understand each other."

—Gayle Byrne, high school English, Huntington Beach

Jim Antenore does the same with his social studies approaches. But he often begins with the personal and expands to the universal.

> "Our curriculum in social sciences begins with a semester introductory course called World Cultures. It starts with a look at what it means to live in a culture, to be a cultural person. And it's a focus on who the kids are. It's not looking out there at the strangeness of 'other' cultures, it's looking inward. The first six weeks are essentially conversational. The students explore and read some theory about what culture is. We've come to the conclusion that students can't understand people of other cultures unless they understand their own. You can't just take for granted your own culture. And there is a lot that is submerged, that is below our conscious understanding about ourselves that needs to be looked at and explored. So we try to structure our class so students develop a sensitivity to that. Once they start thinking about who they are and why they are that way, they can begin to look at other people in a more complex fashion, and not just see the surface."

It perhaps seems most obvious to understand how this form of teaching fits into a social studies curriculum. But it is used as well in many other curricular areas. Nan Cano, teaching World Literature honors courses at Agoura High School in Agoura Hills, seeks both to set literature in its cultural context and to push her students to see the universality among cultures. She builds whole literature units around themes which are explored culturally and she weaves from the universality of world literature to the lives of the students and back again.

> "It's a mistake to think we cover all cultures by doing a unit on each. You know, pass the Chinese cookies and we've done the China unit. My students look at Plato and Cervantes and Woody Allen and Yu-Fu all on the same table. If we only teach them Shakespeare, we are lying, we're cheating them. I think you have to teach whoever is in front of you, and not ignore other parts of the world either. But since I have more Asian students, that's where I felt the strongest guilt. We have honors courses, British literature, etc. and the students try so hard, and never is their background alluded to.
>
> "Now even if I only have one or two Asian students, I still select some Asian poetry sometimes with an eye to cultural uniqueness, sometimes with an eye to commonality, sometimes to contrast the ideas of truth, justice throughout the centuries. We focus on Asian cultures and literature and languages. Because literature is based on culture and language. And we look at maps to place it all and find all of the countries. We find how puzzling it is that for example, Sumatra can have its own language and two islands away there's a different alphabet. How did people isolate themselves? And how did the languages come into where they are? We learn to recognize a Buddhist perspective or Confucian or Taoist. And we talk about philosophies and how a Japanese might have written this, or why only a Korean could have written that poem.
>
> "And units build around the literature. For example, when we did Hamlet was a perfect time for a unit on Families. We could study the Confucian family structure and notion of harmony in the universe. And then look at Hamlet and ask how we might have looked at his life from that perspective, or how it

might have been different for him had he been Buddhist. And at the same time, have the students look at their own families to contrast to Hamlet. I had students tell each other good family stories, and suggested that they write them and keep them. We read Amy Tang's *Joy Luck Club* with mothers and daughters losing and finding each other, and they read chapters from Maxine Hong Kingston's *Woman Warrior* where Maxine has so many things she wanted to tell her mother. We discuss the splits in families, and the roots of love and fear. And we write letters to our mothers."

These approaches to teaching are concerned not just with universal themes which cut across human experience, but also with raising some very specific themes particularly relevant to the student population at this time in history. Certainly, the universal issues of immigration, of culture clashes and dominance have all become particularly important in California today.

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Jim Antenore sees those issues dramatically in his classroom, particularly the generational issues of acculturation and assimilation. He sees them as an asset to the curriculum for all his students.

> "When you live in a diverse society, with lst and 2nd generation immigrant families there is a tremendous amount of tension in the families and the curriculum doesn't often speak to that. So I find it necessary and rewarding to help students delve into those issues and deal with them. I seek material which explores those issues, and try to help kids on a personal level through class discussions."

As an example, he explains:

> "I found an article in the L.A. Times about Asian girls living in Los Angeles and struggling with the experience of living in two cultures. At home they're expected to be the nice Confucian young girl, expressing piety and being subordinate in every relationship. At school they are expected to be something totally different—assertive, expressive, ambitious. The stresses which this generates within young Asian women are so tremendous that many are killing themselves, running away from home, having nervous breakdowns and being hospitalized. It's becoming a very serious problem. So I share the article and show a film called 'Jade Snow Wong', the story of a young girl in San Francisco who does very well in school. She is respectable, respectful, but she wants to date a young man in high school. Her father doesn't allow it and the disagreement creates a terrible rift in the family. I'm very moved by how deeply my students are touched by that movie. I've had kids write me notes saying 'Thank you, Mr. Antenore, it's the first time anybody ever talked about this.' Those things are really important."

They *are* really important... not only for the Asian students seeing the film, but for all the students in the class. Every student's world view is altered, and each moves a little further in critical thinking skills.

Putting the Pieces Together

Teaching an inclusive curriculum entails a search for new materials and approaches. Where formal texts don't exist incorporating the viewpoints and materials necessary, and where courses and workshops aren't available to help them chart a new course, these teachers seek further information on their own. Unanimously, the teachers interviewed for this study agreed that one characteristic of their teaching is a non-reliance on textbooks—and the regular use of a broad range of supplementary materials. Supplementary materials are viewed as essential to bring in the cultural and national perspectives of their students, and to assure the multiple perspectives and critical thinking emphasis of their teaching. Two-thirds of the teachers interviewed identify specific times when they embarked on reading searches. Nan Cano, describes it this way:

Unanimously, the teachers interviewed for this study agreed that one characteristic of their teaching is a non-reliance on textbooks—and the regular use of a broad range of supplementary materials. Supplementary materials are viewed as essential to bring in the cultural and national perspectives of their students, and to assure the multiple perspectives and critical thinking emphasis of their teaching.

> "My involvement in a culturally diverse curriculum came out of my ignorance. I was *embarrassed* to be teaching purely western work when I was a world literature teacher. I just decided I needed to know more and I began to work very hard reading and studying with this thrust to find work that was interesting not just because it was Japanese, but that without any qualms I could say were fine works, classics, top quality core literature. So I could say to my students, this is what you have to read to be a human being in this world. And feel no apologies for any culture at all. I'm pretty demanding, and I have been working on my own, reading. It is intense. I really wanted to find the best, and I did!"

In many cases, the teacher simply searches book stores and magazines to find materials they purchase on their own. Moyra Contreras, first grade teacher in Oakland, proudly points to several bookshelves in her classroom of children's literature reflecting dozens of different racial, ethnic and cultural experiences—and then explains she has built up her own collection over the years, paid for out of her own money.

Resource teachers who can find needed materials and provide support to teachers in their own searches were frequently cited. Madeleine Lee gave an "everyday, daily kind of example" of doing a "hat" unit to supplement reading the book *Caps for Sale* because many of the students in her first grade class didn't know the concept of "hat". Having a resource teacher who was available and willing to help find fifteen hats (and who understood the importance of actual hats to concept development for children from different cultures) made a big difference. But the problem goes beyond resource teachers who may or may not have the extra hands, time and resources to help pull together materials. Nan Cano, embarked on a far more extensive search.

> "There are curriculum themes that allow you, beg you, to bring in stuff from other cultures. But we need an awful lot of help. I've done a lot of reading and hunting on my own, and it's difficult to find those pieces. It's not always the teacher's fault if they don't do these things. It's very hard to get your hands on materials. But I felt I had to. I wanted to. The difficulty is, though, even if a teacher decides to do this, we don't have money. All we have are the textbooks to use. I found a wonderful novel for example, Mishima's *Sound of Waves*, and waded into the whole textbook adoption cycle to get it accepted in the district. It's a love story, a clear parallel to Romeo and Juliet but very

Amelia Ramirez. Photo by David Maung.

"In general, I do a lot of writing with the kids... its amazing how much they can do. Right from the start. If writing is difficult, we just have them draw and help them write about a story, draw and write about themselves, but they use themselves as a focus. For a student who feels they are in a strange world, where they don't know much about what is happening, it is important for them to begin with what they *do* know."

—Amelia Ramirez, high school English, Redondo Beach

> Japanese. The kids will love reading it. Well that's all very nice, but now how do I get the books on a limited budget? I suppose everything I'm doing is highly illegal, xeroxing like crazy to make my own unit, but that's what it takes I guess."

Everyone reports finding low-cost supplemental materials and support among non-profit organizations.

> "I don't get my materials from the district. I get most of what I use in my classroom from places like BAGEP or Folk Art International. They have the international materials, the things from different cultures, they have a lot available and want teachers to use it. I don't know what I'd do without groups like those." —Winnie Porter, kindergarten, San Francisco

The vast majority rely on the resources provided by groups which include, for example, Oxfam, the Afro-American Museum, Greenpeace, the Zoo, the Hunger Project, the Constitutional Rights Foundation, the Red Cross, and professional associations like California Association of Bilingual Education (CABE). Many draw upon the perspectives, scholarship and reading lists of the Black Studies, Ethnic Studies and Women's Studies movements, utilizing the materials from such groups as the Clearinghouse on Women's Studies, the Feminist Press, the Council on Inter-racial Books or Marcus Bookstore.

Materials themselves only tell part of the story. For the richness and the modern

Materials themselves only tell part of the story. For the richness and the modern relevance of what the materials have to offer depends upon how the material is taught.

relevance of what the materials have to offer depends upon how the material is taught. Amelia Ramirez, high school English , Redondo Beach, explains:

> "Teaching the *Scarlet Letter* can be amazing. You can teach that book and touch on issues of sexism or the role of women in today's society! I've seen people avoid teaching it that way. They are not helping students relate a classic to present issues in today's world. That's what makes these works universal. You can equally teach most great pieces of literature, most classics, and find within them the passages, the sections for discussion, the characters who raise the important issues of oppression and prejudice. This is teaching! It's in how you teach it, in the questions you raise for students to think about, and in the passages you select for discussion."

She, and other teachers, share a deep concern and commitment that *all* students be given an academically solid and enriched offering of literature, classics and high level critical thinking materials. They share a concern for the strong academic basics—and believe that everyone should have a knowledge of the classics. They view this as particularly important in a diverse society where access to education and to a core curriculum are not evenly distributed. Luckily, classics are often classics because of basic themes of human experience.

> "I want for them to be able to compete—for all students to know the mainstream curriculum. For all to have what the college bound students get. That means in my class they read *Romeo and Juliet*, they write essays, they study what every other ninth grader studies. When I teach *Romeo and Juliet* and they say , 'I don't understand the words.' I say 'Of course not yet... it's a new language. You don't have to understand every word. You need to understand the play, and you need to develop an ear and appreciation of the sound of the language. You don't understand every word I say, but you know what I mean and who I am.' Now they're reading and enjoying the play, hearing the words... and of course the fights in Romeo and Juliet are so relevant, it's so much their age...the giggling, Juliet sighing... it's perfect for them."
>
> —Cyndy Shelton, high school English, Huntington Park

For Gayle Byrne, literature is the means to keep pressing her students to think critically about issues of justice, prejudice and culture.

> "'Why does this character seem stuck in this position? Why do they allow this to happen to them? How is this different from how it ought to be?' A piece of literature, a bit of history, is a safe way to approach these issues, distant enough from the students' own lives to be safe to explore, yet providing a common shared experience to discuss with their peers which raises issues close to their lives."

Kate Duggan expands this approach by using diaries, journals and letters as well as classic literature. These "personal stories" help her middle school students get closer to a specific view of other times in history and other places on earth.

> "It's a personal view, but it's not *their* personal experience. It's beyond them, it's wider and broader than them. It brings them into other realms and times in history and other cultures and classes. It connects them."

Bringing in the world outside

Many American students live ghettoized lives with few opportunities to venture beyond their small communities. School becomes the place where they become exposed to worlds larger than their own. Immigrant students may have traveled across oceans and borders—traversing whole worlds—before arriving at their school. But they too seek in their school experience a means of making familiar and comprehensible new cultures, languages and ways of life. All students come to their school experience, then, seeking a means of exposure to a world foreign to their own and needing help in understanding it. The teachers we interviewed use a variety of approaches for doing this—some involve bringing the world beyond the community into the classroom; and others involve bringing the students outside the confines of their community to view a wider world.

Alice Lucas has an active program of bringing "outside" people into her classroom—as speakers, as performers—so her newly arrived immigrant students can get a sense of the different lives, different jobs, different personalities in their new culture. David Christiano uses music—music from all over the world, music from many different traditions—seeing in the different rhythms, lyrics, melodic systems a way of having his students become exposed to and embrace the richness of different cultures. Judy Bebelaar uses poetry, and whole shelves in her classroom are filled with poetry of different races, cultures and experiences. Adelina Aramburo takes her students on field trips all over San Francisco to see other communities, to see the ocean, to cross a bridge, or to taste new cuisines. Many programs bring parents into the classroom, as aides and as speakers.

All of these are approaches to helping students see, hear, smell and taste worlds beyond their own. And they form important elements in the overall attempt to knit a common experience for students from very diverse backgrounds and prepare them to reach for new worlds.

"Kids are whole human beings. I don't believe you can teach skills and techniques that are divorced from the kids themselves, especially in a school like this where so many of the kids come out of terribly difficult situations. They have burdens to bear and you have to pay attention to that or they won't even come to your class. It is obvious to me that kids want to talk about their lives, to be heard, to transform the difficult parts of their lives, the suffering of their lives, into something beautiful that they can write about. And this is what art is."

—Judy Bebelaar, high school English, San Francisco

Teaching To and From the Experiences of the Students

Each and every teacher we studied consider "teaching to and from the experiences of the students" to be a core and essential element of their teaching.

This aspect of teaching in a diverse classroom is of paramount importance to teachers for several reasons: because they believe student learning is deeper and stronger when it is built upon the students' own experiential base and begins with their experiences; and because in a diverse classroom students have so much to teach each other. This is good pedagogy for all students, but perhaps more so given the tremendous diversity among our students and the increases in the number of students coming to school ill-prepared to take advantage of the classroom experience. But what does it mean? What do teachers *do* to teach to and from the experiences of students?

Tim Curbo, a first grade teacher in San Francisco, sees much of his teaching focused on the tightrope of trying to validate his student's experiences at home, validate their cultural roots, validate their individuality and handle thirty children. He tries to do it in myriad ways: by having lots of books with kids like them in it; bulletin boards about the children, their families and their cultures; regularly using

lots of historical references; creating classroom focal points on holidays and celebrations; creating room for students to talk about and share their experiences. Tim says,

> "If you're realistically in touch with what education should be for children, you don't expect them to make a magic leap from where they are. You go to where the child is and bring them to what you expect. That's really the only way to do it if you want to succeed and give the child a success. There are a lot of artificial expectations around children that make for frustration, both for us and them. Besides, children can be much more literate around what they have given you. A child can dictate an incredibly complex sentence about something they've just done—let's say they've invented something in the Lego box. They can give you a sentence, read it back, with five syllable words in it. But you show them the sentence in isolation, and they won't know what it's about. So what you're doing is increasing literacy by drawing on their interests, their excitement, their own experience".

Jan Matthews.
Photo by David Maung

Almost all of the teachers we interviewed use student writing as one of the basic elements of the student-centered curriculum. According to the teachers writing is important for all children as part of a strongly integrated communication skills (writing, expressions, listening, reading). Where language communication is made more difficult by differing English fluency levels within a class, writing gives students a chance to work on expressing themselves on paper prior to sharing it. Says Amelia Ramirez,

> "I have them speak and write from what they know. Sometimes the foreign born students are shy because if they speak up they're afraid they are going to be laughed at or be wrong. Not just because of the language, but because they don't understand the culture. So in my English class I really strive to have them speak and write from what they know, and share from what they know. It helps students become readers and users of English when they can draw, write or speak about what they know first and then apply it to what they are reading. So that kind of talking and writing is an important part of what I do."

Jan Matthews views teaching to and from her students as an overall philosophy that permeates her classroom.

> "They make books, they write in journals. And they can write anything they want, and that's important. There are not right answers. There aren't specific things I'm looking for. I want them to use language. I want them to speak for and from their own experiences. It's amazing, the discussions we have are very open ended. When the kids realize that they can provide any ideas or input or perspectives, they come up with things that are fascinating. Their way of looking and classifying things, or coming up with solutions is often very very creative. Sometimes you have to stop and think to understand the connections they have made in their minds. But it always yields something new."

The step beyond writing is *sharing*. And here the second aspect of teaching to and from students experience becomes paramount. It is the belief that students have important things to teach each other. Angela Steele, ESL teacher in Redwood City, developed an award-winning Equal Access to Good Literature in English (EAGLE) Program which began initially as a writing program.

> "Basically it started out because I was trying to get them ready for English I by giving them longer, more significant pieces of literature to read and doing much more writing. Writing is the most difficult process for a foreign student, and they needed more practice. Longer passages. And I found that it yielded longer passages if they wrote about themselves and their experiences. And then, when I read through them it hit me how important their personal immigration stories were. When they read their stories in class, sometimes they cry. As an incentive I told them we would publish their stories—that was the main highlight of the year. Publication is the carrot at the end of the stick. But it always was partly empowerment for them to see their work published, to know others will read it. One student once looked at the publication when it came out and said to me "Thank you for making us so important". And I found that when other people *do* read them, their mouths drop open. It is powerful writing, and amazing life stories."

The publications for Angela were just the first step though. Her students take field trips to visit other schools and do exchanges. They put on multi-cultural assemblies at different schools as well as their own school where they read their stories and poetry, sing songs and do dances from their countries. All this grew from having them write their stories.

Judy Bebelaar's classes regularly produce publications, including an annual multi-cultural calendar of artwork and poetry which sells 1,500 copies annually.

> "Most basic to my teaching philosophy is that kids need to produce something that is meaningful and beautiful. We work hard to create ways for kids to work together as a team, to pull off joint projects. This what the class is really about. My students have stories to tell, and they need to do it in beautiful writing. But only if they speak out and tell their stories will they make a difference. I tell them 'This is not about English grades, its about making a difference. When you write and go out into the real world with it, it will come back to you.'"

Along with the "And Still It Moves" calendar, the students in Judy's classes regularly publish poetry anthologies, create and distribute broadsides of particularly moving poems, produce poetry readings and multi-cultural assemblies.

Alice Lucas has students interview each other instead of writing their own stories. She finds it gets students more immersed in each other's experiences, and helps their oral communication skills as well. The students make up the interview questions and then do formal interviews. They write about the person they interviewed and that person reviews it and can add anything he or she wants.

> "I wanted them to talk to each other. To listen to each other. It builds their verbal skills and listening skills. I can give all the academic reasons. But it was also because there is a personal power and connection in people sharing stories. Instead of kids getting up and telling about themselves, they get up

"I know it's working when my students go to each other as a source of help and learning. It makes my class size almost manageable to be able to have them in small groups working together so I can devote my focus to a few children at a time. But the overall message is that they themselves are sources of knowledge and assistance to each other, and that they can seek in each other the skills and know-how to accomplish wonderful things!"

—Adelina Aramburo, Kindergarten teacher, San Francisco

The tail end of the 20th century here in California is an historical picture of a society being re-shaped by forces of immigration. Our students' writing documents those forces in very personal terms, and provides an historical record for generations to come.

and introduce their new friend 'I'd like to introduce you to Yin...' It was great. But also, there is something I didn't understand myself until I took a workshop and someone asked me to write about World War II. I thought my own childhood experiences were kind of trite, but I did write it down and gave it to my partner to read, and she was really amazed by it. I had felt quite ordinary, but she made me feel my life was interesting and important. And that's what our kids need; they need to have their experiences recognized by another human being who is interested in them and can be amazed by them.

"So now writing stories and sharing them is an integral part of the program in all the classes I teach. And kids write about what they know. Every student writes an autobiography and describe a lot of different experiences they have had. It's at least a month long exercise where they bring in pieces of their story. Like how they got their name, who named them, their nicknames, stories about happy times in their childhood, etc. Because by third grade they have already done a lot of growing up. Stories about their families. All different things that allow them to bring their experiences into the classroom and allows the rest of us to know them better."

—Alice Lucas, middle school social studies, San Francisco

At this incredible time in history, students writing about their experiences, and publication of their stories serves another purpose as well. The essential themes we need to teach *all* our students: of a nation built upon "*e pluribus unum*"; of the long and rich history of human migration and immigration; of slavery and the struggle for freedom; of pluralism, of prejudice and intolerance—are richly illustrated in the stories of our students lives. The tail end of the 20th century here in California is an historical picture of a society being re-shaped by forces of immigration. Our students' writing documents those forces in very personal terms, and provides an historical record for generations to come.

Judy Bebelaar.
Photo by Trudy Fisher.

PROFILE

MOYRA CONTRERAS

MOYRA is direct and clear. Seated in a child-sized chair in the middle of her quiet afternoon classroom she is surrounded by posters reflecting a wide range of racial and ethnic groups. Bookcases overflow with children's literature most of which she has purchased with her own money. Moyra reflects on her own sometimes difficult path to becoming the teacher she is now.

> "I never knew I was going to be a teacher. I got a teaching credential as an afterthought just in case I needed it."

Born in Chile, she immigrated to the United States as a six-year-old and entered the second grade. Ashamed of her Spanish and her foreign background, Moyra quickly learned English and lost her Spanish. Torn between two cultures, and unable to "fit" in to her new culture, Moyra's school days were traumatic. Yet Moyra went on to college where she studied music, then psychology, then French and finally relearned Spanish as a major in Latin American studies.

As it turned out, Moyra *did* need her teaching credential in order to help support her family. She began teaching in Seattle. Her first classroom assignment was a combination class comprised of all the students other teachers did not want.

> "It was a class of all the discards. I was the fifth teacher to attempt that class within the year. The one before me had had a nervous breakdown. It was an almost all white school with a new busing program to integrate it. My class was almost all minority kids. And they already knew nobody wanted them. They hated teachers. They hated school. And they hated themselves."

Strangely enough, Moyra loved the job. She decided to teach them Spanish—something foreign to all of them, and with which they had no experience of failure. The entire school year was devoted to the

Moyra Contreras.
Photo by David Maung.

very basics of building a sense of self-respect, a sense of respecting each other, and an interest in learning. She had them write and share their writing with each other. And, in the process, Moyra became hooked on teaching.

"It's the energy the kids give you, the way they look at things. They give me a whole fresh outlook."

Moyra moved to Oakland and began teaching a bilingual class. Hungry for theory, techniques, approaches to use in her classroom, she began a string of professional development workshops including: Bay Area Writing Project, the three-year-long intensive Multi-district Teacher Training Institute focusing on second language acquisition, and Math Their Way. "I sought out all the training the district provided. Everything I could find."

And then Moyra elected to begin sharing her growing expertise and her increasingly deep commitment to working with inner city and minority children. She became a mentor teacher, a trainer of trainers, and a consultant to the Bay Area Writing Project. Her school, Melrose Elementary, moved to school site management, and Moyra is deeply involved as a member of the management team.

"It's changed. We teachers have a lot more at stake. It's our school. We know everything that is going on, and we are responsible for it."

THE WORDS WE USE—THE WAY WE THINK

Whatever I think—I can say
Whatever I say—I can write
Whatever I write—I can read

In the past few years there has been an increasing emphasis within the field of education on integrated whole language approaches which emphasize the inter-relatedness of writing, speaking and listening skills. The new California State English/Language Arts Framework calls for: "instructional programs that emphasize the integration of listening, speaking, reading and writing and the teaching of language skills in meaningful contexts".

While this is an important approach for all students, there is a particular imperative in working with a diverse student population. In a state where so many different languages are spoken, where one-fourth of the students in our schools come from homes where English is not the primary language, and where many students arrive in secondary schools still limited in their standard English skills—a strong program of language development and communication skills is essential.

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An overall language-based program would include supports beyond the mainstream classroom. But within the classroom, there is broad agreement that the following teacher behaviors make a difference:

- Validate a child's own language while providing a strong program of development in standard English
- Do not assume a child understands English, check regularly for comprehension, and emphasize concept development
- Be knowledgeable about language development stages, and reflect that knowledge in appropriate teaching techniques such as the use of visuals, use of primary languages, allowing for unconditional silent periods, use of manipulatives, provision of concrete examples, and the use of life experiences to elicit language
- Use an integrated approach to reading, writing and speaking
- Make the classroom a learning environment which allows mistakes and individual learning styles and paces
- Build a knowledge and respect of each student's home culture and language.

In todays California classroom, the mainstream teacher depends upon the strengths of support programs and compensatory programs in order to teach. Even when strong ESL and bilingual programs exist, which is often not the case, the mainstream classroom teacher is still faced with the extra challenge of students who need both English language development and native language support. Complicating the scenario is the dream that not only should students be helped to English fluency, but they should not have to discard their native language in the process. In fact, full English fluency is best served by *first* helping children to achieve literacy in their mother tongue.

Several of the teachers we studied are in year-round schools where differing language groups are assigned to alternate bilingual tracks. The hope behind this structure was to allow teachers a more homogeneous grouping to teach to, and to

"I know that students need to get strong language development, in ESL and in their native language. And if it's not happening, I don't know what we can do! I can't be responsible for teaching them in their language. At my school we have close to 43 different languages. When they transition from bilingual into my class the only way I *can* teach them is in English. I work to bring in their culture, as much as I can, but I can't be responsible for teaching in their language or giving them that kind of focused teaching. I just can't. It has to be happening somewhere else!"

—Doris Brown, sixth grade, San Mateo

provide students with the support of others who share their culture. One result however, is a highly structured separation between the various groups. For Madeleine Lee, who teaches in a school which tracks the Asian and Spanish speaking children separately, this greatly complicates her goal of maximizing cultural contact between groups of students, and of working together with the teachers who have specific expertise in Latino culture. She is also frustrated that the system limits her ability to share her understanding of Asian children with the other teachers.

Obviously, cross-fertilization and support are essential, yet the teachers in our study spoke painfully of the definite structured separation of bilingual from mainstream education.

During the summer of 1990, 17 of the teachers in this study were called together to take part in a roundtable discussion of this research. They came as colleagues—all of them clearly committed to goals of diversity and working hard on those issues in their schools at home. On the third day of the retreat, with spirits high and a strong sense of unity, something happened. When the issue of native language development was raised it took 45 minutes of intense and challenging discussion for the mainstream and bilingual teachers to be able to hear each other and eventually realize they in fact shared a unanimous and strong recommendation.

The tension and difficulty of that discussion illustrates the degree to which we as a society have to defuse the political anger and divisiveness of the "bilingual debate". In fact, what began seemingly as polar opposites cleared to a strong sense of unity. Evident on one side was the frustration of mainstream classroom teachers feeling the impossibility of their task and the burden of expectations that, on top of everything else, they must respond to the needs of their language minority students for native language development. Kate Duggan, an eleven year teaching veteran, anguished:

> "As a mainstream non-bilingual teacher I'm doing so much. I just can't take on another language. I just can't. And to take that on, there's just no way. What do people expect?"

And on the other side were the passionate voices of bilingual and language development specialist teachers insisting on the importance and rights of their language minority students to develop their native tongues to full literacy. Winnie Porter responded:

> "Don't you see, it doesn't have to be *you*. We all have each other! I'm already bilingual, I'm fluent in Spanish. Why can't I be *used* to work with kids who have already been reclassified as fluent English proficient, to work with them to keep developing their native language. Kids have a right to their native language, it's a gift for them, a resource, a part of themselves. Why does this society seem to think its bad to have two languages!"

The tension was over who expected what of whom, and what each felt was possible. What they agreed upon, however, was:

- The importance of a strong bilingual and ESL program (integrated as much as possible in the mainstream setting), and of mounting a state-wide campaign to ensure that bilingual educational opportunities are available to all students who need them; and
- A recommendation that all K-12 students in California be given a strong second

language component that assures that every student becomes proficient in at least two languages.

This last resolution closely echoes the rhetoric of the California Foreign Language Framework. In its introduction, Superintendent of Instruction Bill Honig writes:

> "In the 20th century the United States has had the mainstream view that learning a foreign language was something for the academic elite, not the average citizen. That longstanding attitude is, however, rapidly giving way to a new and challenging reality. Simply put, the world has become too small, too interdependent, and too competitive a place—economically, social and politically—for the average American to continue to wander through it tongue-tied and uncomprehending. As a crucial part of the ongoing school reform movement, California has awakened to the central role that studying a foreign language plays in the education of *all* of its students. Because learning another language brings such huge advantages—increased earning power, broadened cultural understanding, and sharpened intellectual skills—every student should have a chance to share in the bounty."

The Framework also identified as key reform issues the need to start early and dedicate more time to second language instruction, and the need to help students who come to school already speaking other languages to continue to develop those skills to full literacy. Jan Matthews underscores that thrust:

> "When you think about it, almost no one in Europe gets through school without studying at least one or two other languages in elementary school besides their native language. We are the ones who are losing out as a population by not insisting on that for our own children."

Along with and beyond the debate over the development and maintenance of bilingualism is the continual issue of how best to teach to the child for whom English is not their home language. Most of the teachers in our study were highly sensitive to the problem presented, some from the scarring lessons of their own history.

Constantine Haramis teaches at Miles Avenue Elementary School in Los Angeles. Bursting with over 3,000 children, most of whom are immigrants, it is the largest elementary school in the United States. As a Greek child growing up in German schools his experiences trying to learn a second language were deeply painful.

> "I felt such deep and horrible fear about making mistakes, about speaking out when I wasn't sure. In my classroom now when I see kids who aren't speaking English I start to think, 'What can I do that will help them feel more comfortable, not be afraid?' I try to make things fun, to make it a relaxed classroom, to make it all right to try things and make mistakes. And I try to make it a place that feels safe. Some of my students have said it is the most secure place in their lives. When they feel that safety, that's when they are ready to learn. Otherwise, they won't speak."

Others agree, that the teacher must work to make the classroom a safe and relaxed environment for speaking. For students new to English, oral language is essential. Said Jan Matthews:

"English language development is crucial for all my students—the kids born here in the U.S. and those born outside. I think the basic issue is that language is something you use to communicate with, and there are different types of languages that you use in different situations. When the kids write I expect them to write in their own language, whatever that language is. But I bring in models of traditional school English as well as what some call Black English. So kids can see their language valued and used by poets and other writers—and they also become exposed to a model of other language use in poetry and literature. And I speak traditional school English in my own modeling.

—Moyra Contreras, first grade, Oakland

"They all have to be able to talk without waiting a long time for their turn. That's necessary for limited English speaking kids—to get a chance to really use their new language. So no matter what lesson we are doing (math, art, whatever) I do a lot of oral language with them. It goes on all day long. Regardless of the content, we are doing patterning, we are doing questions, they are hearing and using the language. It's infused in every component of my curriculum. And I'm always aware that part of what is happening is language development."

Many of the elementary school teachers, and particularly those in inner city areas, do not see such a separation between the needs of their immigrant and their native born students. Tim Curbo says:

"All kids have language needs. Most of our kids are language minorities, whether they are born in the United States or not. We tested sixty of our second grade Black children, who were poor children, most of them dialectically different from mainstream English. We tested them on the standard instruments of English language fluency, and all but two tested out as LEP on the same instrument we use for our foreign born students. They cannot enter the mainstream of society without development of standard English. They call it 'cash English' in a program in L.A. This is not to devalue their dialect, but they need to learn to 'code switch'. They need the alternatives of different languages. So all kids have language needs. Language should be taught through a curriculum rich with cultural and historical relevance to their own community."

Concept development is, thus, a crucial part of teaching in classrooms where cultural backgrounds and languages are not shared. Madeleine Lee explains:

"I have to start from the basics. Give background for most things. For example, one story I wanted to read was about a hat. It was supposed to be about cats, but a hat figured prominently in the story. So we had to develop language around a hat and about buying hats. I thought kids would bring them from home. One little boy brought a sailor hat, but no one else did. I realized they don't have hats. So I went to the resource room and I brought in all kinds of hats to the classroom—15 hats from all over the world. They don't have a shared background so we had to create it before we could really get into the story.

"You have to develop a sense of when you are losing the kids. I assumed that my students would know about beaches because there is one close by. So I assumed we could just jump into a story about a beach. But I found that wasn't true and had to backtrack and do some work on beaches. I think a lot of teachers either assume kids understand, or they assume kids can't understand. But really its a matter of knowing how to focus on concept development. Kids come from different languages, different countries—their experiences are all so different. We have to be aware, to check back with kids, do less talking and more showing to be sure they understand."

Concept development, use of visuals, opportunities to use the language—are all part of effective classrooms with diverse students. And these are not restricted just to elementary classrooms or to ESL classrooms. Says Gayle Byrne, of her high

school college preparatory British literature

> "I find in my classroom that it's particularly important to emphasize the interrelatedness of writing, speaking, listening because of the large number of kids who are language minority. There has to be an incredible emphasis on oral expression for those kids. There has to be, or they won't be able to make that transfer into fully literate English. I get kids who can read well in English, and are academically strong. But many aren't yet completely fluent in English—they don't yet have strong spoken oral skills, so they can't write!
>
> "Writing will never improve unless speaking skills improve... so much is dependent on the communicative abilities and skills. They don't speak English with their friends. The classroom is only place they really have to speak English. The social isolation and segregation of kids ethnically is so damaging.
>
> "These are kids in college prep and have been out of ESL for years...but their expression and speaking is still halting, and their writing is the same way. Now the responsibility for this can't just be in my classroom, there have to be things outside the regular classroom. Tutoring, special supports. Classroom teachers have too much to do. Kids must be involved in co-curricular activities so they have peers who bring them beyond own language limits. And that's why school climate is so essential—an embracing partnership between kids that allows them to build bridges.
>
> "But in my classroom what I can do is to integrate as much as possible—writing, oral expression, reading and listening."

Structuring experiences within the classroom where students communicate through each other is another vehicle for working on language and communication skills. Some teachers construct cooperative groups in which each has a Spanish only speaker, an English only speaker, and at least one who speaks both languages so students have to communicate to and through each other. Others put students who are limited English speaking with students who are fluent speakers and have them do a lot of partner work. In one classroom students all take a turn as teacher to teach their classmates (and their teacher) bits of their language. And thus, the language imperative of diverse classrooms contributes to a bias towards student centered approaches.

Clearly, understanding language acquisiton theory and the relationship between conceptualization and language is essential for effective teaching. And equally clearly, when the climate, curriculum content and pedegogy inter-relate the result is something greater than the parts. Says Moyra Contreras:

> "So I try to use the background of the children in their instruction, so their own histories and languages become part of the literature. They tell their stories. They read them to the class. The class reads their writing. We value their experiences, their language, and I expect everyone else to value what others are willing to share. It is their gift to each other—and to me."

PROFILE

LYNDA ROBINSON

LYNDA ROBINSON is an expressive woman who laughs easily. She is always ready to show photographs of her students and of her daughters; sometimes the distinction between the two is not so clear. In fact Lynda's relatively recent teaching career is an outgrowth of her life as a mother and a political activist.

Lynda defines herself as a tricultural person having African and Hispanic ancestry, and having grown up in a U.S. culture. As a young woman living in Los Angeles, Lynda was deeply affected by the Watts riots. Her very first teaching experience was in the freedom schools in Los Angeles. She believes that in order to "do anything you have to be able to communicate with the people." Activism plays a central role in her teaching: "My overall feeling has always been that I will go out of my way in advocacy for my students and community."

After a divorce, Lynda moved to Fresno to be closer to her family. There she began work on her teaching credential. As a single mother it was tough and she often brought her young daughters along to classes. Luckily her professors did not mind and Lynda believes this was an important learning experience for them. Lynda is proud to say they have the skills and sense of self to enter any group and relate well to those people.

With her credential in hand, Lynda started work in a 4th grade classroom in southeast Fresno, home to many recent immigrants and low income families. She had her work cut out for her as the third teacher that class had that year.

"All of the 34 kids in that class were just bouncing off the walls. One would strike the match and about eight of them would stick the paper in. I would say, 'Wait a minute, I'm the one in control here.' It was tough. I was really overwhelmed, and it wasn't working. I would go home so tired. I didn't know what 4th graders liked."

So Lynda began to take cues from her own children. She had taught them to read and had actively participated in their preschool experiences. The Montessori philosophy had a profound impact on Lynda. She knew of the need to encourage and support children in their learning and that learning could be made fun.

"I would go home and I would ask my daughters what they did and didn't like about school. I would talk to their teachers who gave me ideas about art projects, songs, lesson plans, language arts work. That whole first year I barely got over it. The second year I was a little bit better. The third year it congealed, and I didn't feel as stressed out and I began to have fun!"

Lynda works hard to make her class a safe place.

"I want it to be a happy place where we all feel responsible to and for each other. One day one of my Hmong students who had been in a silent period and never said a word was falsely accused by a fellow classmate of losing the ticket to the ball room.

Lynda Robinson. Photo by David Maung.

Suddenly she stood up and started talking to defend herself. I just looked at her and then we all started to laugh and clap! We gave her a MacDonald's certificate and made a really big thing out of it. She felt really good and tried to speak more. She'd say "I like you, I like you!" And that made me feel so good!"

THE BUILDING BLOCKS OF NEW TEACHING APPROACHES

"I HAVE some difficulty with reducing what we do to a discrete list of elements. Everything on our list is true, it *is* part of what we do. Still, those elements don't add up to what our teaching does and is about. Maybe there is an art of teaching, the intuitive power in a classroom of helping students go through the process of learning. Teaching takes a great deal of intuitive interchange with kids and an affective experience in the classroom. And somehow *that* is what makes teaching and learning occur."

— Jim Antenore, high school social studies, Irvine

After the staff at California Tomorrow completed the interviews for this book, we distilled a list of elements that seemed to be the common core of the classrooms studied.

Core Elements of Teaching in a Diverse Classroom

A Climate Supportive of Diversity

- Establish clear norms of acceptable behavior regarding prejudice and respect
- Utilize the classroom as an environment to explore issues of personal prejudice, with active classroom discussion about tolerance, oppression, bigotry
- Never allow incidents of intolerance and name calling to pass unaddressed. Use these incidents as opportunities for learning
- Uphold and protect the basic universal rights of children
- Be sure the broad range of human diversity is evident on the walls and in classroom materials
- Actively build respect, safety, trust, pro-social behavior and a sense of community responsibility
- Provide regular positive affirmation of students and set high expectations for achievement

Classroom Approaches:

- Teach to and from the experiences of the students
- Provide a strong academic context and basis for exploring and understanding issues students face in their own lives
- Emphasize the development of language and communication including a rigorous integration of oral language and writing, skills of articulation, and listening.
- Emphasize critical thinking
- Validate the child's experiences and culture, including the use of language,

UNICEF: The Rights of the Child

- *The right to affection, love and understanding*
- *The right to adequate nutrition and medical care*
- *The right to protection against all forms of neglect, cruelty and exploitation*
- *The right to free education and full opportunity for play and recreation*
- *The right to a name and nationality*
- *The right to special care if handicapped*
- *The right to be among the first to receive relief in times of disaster*
- *The right to learn to be useful members of society and to develop individual abilities*
- *The right to be brought up in the spirit of universal peace and brotherhood*
- *The right to enjoy these rights regardless of race, colour, sex, religion, national or social origin*

dialect, literature, music and the fine arts from child's culture

- Use curriculum to explore cultural and national differences, and also emphasize similarities and universals in human experience
- Present global and international education, and cross-cultural and multiple perspectives
- Create a student centered classroom in which students learn from each other, with groupwork and interactive techniques
- Chose materials and design curriculum specifically to provide all students with exposure to the rich contributions of many cultures and peoples
- Bring the world into the classroom and the classroom to the world
- Actively use supplementary materials, and teacher created curriculum
- Use visuals and emphasize concept development
- Integrate the curriculum

The Core Elements in Context

We presented the list to 17 of the teachers involved in this study at a summer roundtable. The first response to the list was interest and delight at the commonalities, followed by a puzzled hesitancy. Winnie Porter put it this way:

> "Looking at any discrete list of what teachers should do worries me. We each have our own styles. That list *does* describe what I do. For example, it's real important to me that my students know me as a human being, and I disclose a lot about my life to my students. But I know another teacher who is very private and doesn't talk about herself with her students. And yet she is very close to them too. I think all of these elements on the list are important. They are critical to my teaching. But teaching isn't really that simple. There are many different ways to be a good teacher."

The guide's author's concern for the subtleties of individual teacher style the core elements listed [illegible] signal some foundations of teaching effectively with diverse populations—and [illegible] represent commonalities among the 36 teachers we interviewed. Teachers [illegible] in the professional developments in teaching over the past decade [illegible] on the list are familiar. The State Department of Education's new state [illegible]s for English Language Arts, for Social Studies, and for Foreign Languages all stress the importance of exposure to a curriculum [illegible] the contributions of peoples and cultures from around the world and [illegible]. They speak to the need for a curriculum which emphasizes [illegible] language development and the integration of writing, reading, oral expression, [illegible]. And, they provide a context and framework for the kind of curriculum [illegible] advocated and practiced by the teachers in this report. The frameworks represent an important step forward in the field of curriculum. The next step is to ensure that the texts and materials are *available* to be used by teachers seeking to build a strong and inclusive curriculum.

In this last decade, major contributions in new teaching techniques have occurred as a result of breakthrough research in language development and second lan-

Gravitating to the new developments which seem to fit the challenges of their classrooms, absorbing approaches and techniques which match their sense of mission and task, this group of 36 teachers model the kind of sculpting, choosing, adapting and creating of approaches that marks the cutting edge of this era in teaching—an era charged with finding effective approaches to educating a richly diverse student population.

guage acquisition. These stem from the work of theoreticians, researchers and educators such as Cummins, Stephen Krashen, Lily Wong Fillmore, Kenji Hakuta, Margarita Calderón and others, and include the whole language approach, sheltered English teaching techniques, bilingual education pedagogies, diverse cultural learning styles, and Total Physical Response.

Advocacy groups speaking for the rights of minority, poor, and physically disabled students have been vocal forces for an end to segregation and to tracking—and for the past decade have vigorously called for creation of a strong common core mainstream program for all students. Groups such as the National Coalition of Advocates for Students, Designs for Change, the Achievement Council, the National Council of La Raza and others press for attention to such issues and are continual reminders of the need to address the academic and social inequities between minority populations and the dominant Anglo population.

Yet another major influence has been the scholarship and materials that have been developed through the various ethnic studies and women's studies programs in the last twenty-five years. The shift in perspective that comes from putting "women in the center" or looking at history from the Black experience, and the efforts to research and uncover the literature and history of excluded peoples, have provided a wealth of materials and information on the particular strengths and achievements of specific groups as well as creating entire new ways of thinking about traditional disciplines.

An emphasis on groupwork and collaborative learning, on heterogeneous grouping and cooperative learning stemming from the work of educators such as Elizabeth Cohen, Stephen Krashen and others have provided important rationales for approaches rooted in the goals of developing democratic values and higher order cognitive processes. Equally important, they have provided strategies and directions for implementing such approaches.

Most of the curricular and pedagogical approaches found in the work of the teachers we interviewed are, therefore, outgrowths of other educational movements. What makes their work unique and important, however, is their insistence on the inter-relationship of these factors and their continual efforts to hone, adapt and re-create the approaches to "fit" their students and their community.

In fact, as we look at the personal and professional paths of development this group of teachers embarked upon in arriving at the teaching approaches they now use, all of these movements have contributed. Gravitating to the new developments which seem to fit the challenges of their classrooms, absorbing approaches and techniques which match their sense of mission and task, this group of 36 teachers model the kind of sculpting, choosing, adapting and creating of approaches that marks the cutting edge of this era in teaching—an era charged with finding effective approaches to educating a richly diverse student population.

What they are creating may well have something to share beyond the specific imperative of diverse classrooms, to offer a new slant on just plain good teaching.

> "Perhaps we are on the cutting edge of teaching. I learned these methods for working with LEP kids, began to apply them in a "regular" classroom, took what I could that worked, created my own and then realized, 'Oh my god. Look at all the wonderful things that are happening!' And applying it across my classes I began to see that this is effective teaching for *all* kids."
>
> —Kate Duggan, middle school Social Studies, Glendale

PROFILE

DORIS BROWN

DORIS BROWN always knew she would be a teacher. Now, after 25 years in the classroom, her face reflects a calmness, warmth and patience one associates with a loving grandmother—a status she also holds and loves. Doris started her career with a Masters in math curriculum development. After two years as a substitute teacher in her native Kentucky, she moved to California and began teaching in a special program for "at-risk" youth at Bayside Elementary in San Mateo. She still teaches at Bayside. Now her teaching focuses on 6th grade Language Arts, Reading and Social Studies. Bayside has always had a diverse student body, Doris told us, but in the last decade, with the establishment of a newcomer center, the number of ethnic groups has proliferated.

> "Samoan, Tongan, Hispanic students from Central America and Latin America; we have Russian children, and a lot from Fiji. Japan, of course, many from Hong Kong, Taiwan and Indonesia. Did I say Vietnamese? We have a lot of Vietnamese, and quite a few from the Philipines. And, we have people migrating from the east coast, from the south. We have all colors and languages and nations here."

Curious about increasing numbers of students enrolling in her classroom from other nations, Doris was prompted to travel to the countries from whence her students came.

> "It was my first time being exposed to Southeast Asia beyond the kids in my class. And when you go and have some personal experiences with people who live there it changes you. You even start to look at your own culture differently. It is a big change in your whole perspective. The beginning of thinking culturally."

Workshops with the Bay Area Global Education Program, district workshops and "whatever I could find that would help" have deepened her understanding and spurred even more travel. The trip to southeast Asia, a teacher's tour in Russia and other journeys have transformed Doris' teaching.

> "The hardest part for me, is trying to learn enough about each of their cultures so I know I can really teach them. There are new cultures here all the time, and there is so much to learn! The thing is, you can't just say 'This is our day for multicultural studies' or 'Today we are going to experience Tonga'. It's something you have to be doing all the time, teaching in a way that acknowledges culture."

Doris Brown.
Photo by David Maung.

SECTION III:
Becoming a Teacher—Remaining a Teacher

> "Most of us begin to teach as we were taught. And because nothing in our teacher training taught us otherwise, we model traditional teaching. It worked fine for me in a Catholic girls school, but when I began teaching in an urban public middle school it simply didn't work. My first week I knew it wasn't working. My old discipline techniques didn't work. Trying to pour information into their heads, standing in front of the room talking at them just didn't work. I had to start all over. What should I do? The first test I gave, 82% of the kids in one class flunked. I went home and cried. I didn't know what to do. I began to realize it might have something to do with me and my teaching. I began asking questions of myself, of them. I began trying things and seeking new approaches. That's when I became a *real* teacher."
>
> —Kate Duggan, middle school social studies, Glendale

This is a book about teachers, about wonderful, highly effective teachers. They are on the forefront of an era of educational change, and have responded to the "new California" with delight and painfully developed skill. Who these teachers are and what their processes of development have been, have significant implications for teacher training, professional development and school policy. The most striking element in reading all the interviews is the persistence and universality among these teachers of questioning and searching about their teaching. The interviews are heavily sprinkled with comments such as "I'm still tentative, I'm always wondering what a better way might be...", "It came out of my ignorance, I knew I needed to know more...", "I could tell it just wasn't working and I needed to know why..." , "I'm curious about...", "I'm concerned about...", "I knew what I was facing and sought whatever I could that might work...". These are all experienced teachers; the great majority are mentor teachers, looked up to as having expertise in the art of teaching. Yet, in their own work, it is clear they are searching. To some degree this appears to be simply the *modus operandi* of thinking teachers.

> "I know I'm doing okay, but there must be other things that people are doing elsewhere. I'd like to visit and see what they're doing. I'd like to get more knowledge."
>
> —Madeleine Lee, first grade, Oakland

But for these teachers, the search is also rooted in awareness that something is missing, is wrong. With varying levels of sophistication, these teachers recognize both blatant and subtle social impacts on their classrooms. Every single teacher mentioned at least one area of puzzlement and dilemma related to teaching in a diverse classroom. And most spoke at length describing some aspect of how their teaching has continued to change.

Opposite page: Winnie Porter in her classroom at Hawthorne Elementary School in San Francisco. Photo courtesy of California Teachers Association.

THE PERSONAL PATH

The teachers we interviewed spoke of the powerful role their students have played in continuing to shape their personal path and development. Some were curious about their students lives, some frustrated because the old teaching techniques weren't working. Some were excited by the educational possibilities they sensed the new students offered their classroom. All were driven by the desire to become a better teacher.

THE life experience a teacher brings into the classroom, is also a major element in a teacher's effectiveness. The majority (30 out of 36) of the teachers interviewed for this study had culturally diverse backgrounds or backgrounds which they characterize as placing them at the receiving end of prejudice and intolerance. Said one teacher,

> "Perhaps we just identify with the sense of shame, the loss of self-esteem, the twins of invisibility and high visibility, that not being of the dominant culture marks you with. So perhaps we are extra sensitive because we went through it as children. Certainly some of our dedication and sense of commitment is to helping kids deal with it in better ways than we did".

A third of the teachers were themselves immigrants or attribute to their own families' immigration experience their deeply personal sense of connection to students who are culturally, linguistically or nationally "different". They evoke their childhood experiences as an ethnic or language minority student in explaining the great care they take to create culturally supportive classrooms. Three Jewish teachers invoked their experiences with anti-semitism as sensitizing them to the scars of prejudice. Four of the teachers speak of their experiences as "oppressed minorities" in a similar vein: one a gay man, the others racial minorities.

Building upon that sense of childhood or personal identity linking them to the "differentness" of their students in diverse classrooms, these teachers then deliberately set out to procure skills which would enable them to address that diversity.

Whatever I could find

All of the teachers refer to some specific training or workshop experiences which ignited them in specific pedagogical or curriculum directions to work with the diversity among their students. It was partially the personal interest of each teacher, and how they frame in their minds the dilemmas facing them as teachers of diverse classrooms that led to the choice of one approach or another. But to some degree it was serendipitous which they chose—affected by the availability of programs and by the luck of information flow. One high school teacher describes how his principal just happened to hand him a flyer about the Bay Area Global Education Project and suggested he check it out. Because it arrived at a moment he was particularly frustrated by trying to broaden the curriculum, it seemed "the perfect thing". Half of the teachers speak about a specific point when they began to take advantage of anything they could find that would "help". The impetus for involvement in these workshops is clearly not a distant sense of professional development, but a very personal sense of teacher survival.

Individual Paths—My Students Led Me

The teachers we interviewed spoke of the powerful role their students have played in continuing to shape their personal path and development. Some were curious about their students lives, some frustrated because the old teaching techniques weren't working. Some were excited by the educational possibilities they sensed the

new students offered their classroom. All were driven by the desire to become a better teacher.

Some of the teachers went back to school to get a language development specialist credential or extra training; others were prompted to travel to far off lands. Some were sparked to learn a new language. Others decided a new curriculum was needed and sat down to create it. But the paths each took to addressing the diversity of their students was determined by a combination of the particular puzzles being posed in their classrooms, their own personal propensities, and the often chance hearing about a specific training opportunity.

The workshops, training programs and professional paths fall into four general categories:

- Specialty training related to second language acquisition.
- Multi-cultural or international perspectives related to curriculum.
- Immersion in a second language or travel to foreign countries.
- Prejudice reduction or intergroup relations.

Language Development Training

> "I think the main impetus for me to get my bilingual credential stemmed from my own bilingual background and the pain I experienced. For me it wasn't the direct pain of learning English like for some people, but the social and emotional pain I felt in the process. Those first years in the United States I felt so deeply lonely and weird. I didn't fit in anywhere. But it wasn't until my first teaching job that I began to see its relevance. I was a new second grade teacher, and I had been warned by the first grade teacher of a little girl who had something really wrong with her and was probably retarded. She was Spanish speaking, and I began using my Spanish to talk with her, to talk with her mother. She shined. She opened up. She became a bright star. I was the big change in her life because we connected on a language level and a cultural level. I *saw* her. And I realized that if I hadn't been there, she would have been placed in a special education class for the retarded. And that's when I decided to pursue my bilingual credential. Even though I was already bilingual, the training taught me a great deal, because patterns of language development and second language acquisition aren't obvious. The theory, the research so deepened my understanding. It's so important."
>
> —Winnie Porter, kindergarten, San Francisco

The commitment to pursue a bilingual or language development specialist credential is a serious one. Language development and bilingual credential programs are the most intensive, and require longer commitments of time than the other categories of training activities discussed in this report. One fourth of the teachers sought bilingual credentials (a full year of training beyond the regular teaching credential plus mastery of a second language). The majority of teachers who pursue the bilingual credential are themselves language minority—and the commitment to this direction is often shaped by the combination of their own personal experiences with being bilingual and the desire to help children in similar

situations. But some teachers pursuing this direction were not bilingual to begin with, and had to develop fluency in a second language as part of their training. The prospect of developing fluency in a second language can be daunting.

Moyra Contreras did not study language acquisition until after she had been teaching for a while. An immigrant herself, born in Chile, she describes:

> "This issue has impacted me so personally. When I first came here I wasn't allowed to speak Spanish at school. Later I refused to speak Spanish out of shame. And when I became unable to speak Spanish, I had to go back to reclaim it. Each of these stages had a big impact on me and my self-esteem and my development. I knew from my own experiences that language development depends upon the messages and support in your environment, and your interactions with the world around you. It's not just a matter of linear natural development, its affected by a lot of things. I wanted to understand it better. And as a teacher it seemed more and more important for me to understand it. As I began to study the theory of second language acquisition and language development it made so much sense to me."

In addition to the seven teachers who sought bilingual credentials, three sought ESL credentials, one sought a Language Development Specialist credential, and four became intensely involved in Sheltered English training.

The Sheltered English Institutes, which are also intensive and language focused, do not lead to a new credential or certificate. Unlike the other language related training programs which encompass theory and pedagogical alternatives as well as curriculum implications, the Sheltered English Institutes focus only on implementation of a specific method of teaching. Terry Griffin, a high school Sheltered English teacher in Irvine describes how she became involved:

> "I began as a Resource Teacher working with whatever students were sent to me as needing extra help. Increasingly over the past eight years or so these were limited English proficient students, sent to me because there was no where else to send them. I didn't know what to do with them. A friend had been involved in setting up a Sheltered English training institute, and I went. Not knowing what I'd get from it, but knowing I needed something. I just felt I wanted to know ways to help them understand what I was saying, and I wanted ways to know that they understood. And it was great. I also teach social science and government and history, and I feel like I now have ways to teach that they can see and understand!"

Kate Duggan also turned to Sheltered English training—out of desperation as the changing demographics in her Glendale middle school presented her with wholly new challenges in the classroom.

> "I was a traditional mainstream teacher, and a pretty good one. But I came to sheltered techniques because I was faced with a situation in my school and I couldn't cope. I didn't know what was happening, but nothing I did in the classroom worked anymore. I didn't come looking for theory. I needed to know immediately what would work and what doesn't work. On a practical level. What could I do that would show results? My lectures, having kids take notes wasn't working. I learned how to check for understanding. I became an actor in the classroom. My room is now filled with visuals. I act. I move. The

Kate Duggan. Photo by David Maung

kids work in groups producing visuals. It works! Maybe the desire for theory comes later. But for me, it was a matter of survival as a teacher, pure and simple!"

The credential and certificate programs in language development and second language acquisition provide teachers with the theory as well. They offer a very broad perspective on the challenges facing limited English proficient students and the issues to be dealt with in working with diverse groups of students. These perspectives encompass second language acquisition, cultural transition, the need for multi-cultural and international curriculum, issues of power and status between dominant and minority cultures and languages. The richness in understanding, knowledge and concrete teaching skills and approaches which teachers bring away from this intensive training were underscored by all the teachers we interviewed who had participated in that training. Says Winnie Porter, "Most basically, I became aware, acutely aware, that language is power".

Not all of the decisions to pursue this direction were a matter of voluntary choice, however. The role of district policies and realities of the school system also played a role in shaping this development. Faced with a critical shortage of bilingual and language development specialist teachers throughout the state, and with strong federal and state mandates to meet the needs of limited English proficient students, districts all over California are attempting to design carrots and sticks to retrain mainstream teachers to work with these students. Oakland Unified School District, for example, issued a regulation that any teacher with more than 10 LEP students had to either have a bilingual credential or, "If you want to stay here", be on a waiver working towards a credential. Unwilling to give up her work with a community of students she had come to love, Madeleine Lee signed the waiver and pursued her language development specialist credential. Madeleine was interested and willing, though she wouldn't have done it were it not for the mandate. But other teachers are not. Explains Moyra Contreras:

> "The demographics in Oakland have changed so dramatically. Schools that were traditionally almost all Black schools now have to deal with a lot of different languages, and the teachers feel if they don't get the training that they're being forced to get, they may lose their jobs or have to be transferred

to another school. So the conditions aren't really great to be open to learning. There is a lot of hostility about getting the training."

The scars of a long politically hostile fight over bilingual education are deeply felt in the separation between bilingual and mainstream teachers. And this, too, is taking a toll in the number of teachers who see the validity of pursuing language development training and prevents the full sharing that should be occurring between those who have the valuable specialty training and those who might benefit from what it has to offer.

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Winnie Porter, a kindergarten bilingual teacher, argues forcibly for the benefits of the training.

> "No matter whether you are a bilingual teacher or not, the fact is that teaching (at least in the early elementary years) *is* being a language teacher. No matter what language your students speak. In those formative years, language development is so essential. It's basically concept development, language development. My having received bilingual teacher training, with all the theory and research and methodologies of language development, has made me doubly blessed as a kindergarten teacher. We *all* need that training!"

International or Global Curriculum:

> "I almost shudder to think when I first started teaching, what I used to do, how I used to teach about cultures and how ignorant I was. I'm embarrassed. And I'm still tentative, still learning. Though I've worked at it a lot. I think most of us need more training than we have. Either we get it formally or really spend time working on it ourselves. One of the chief problems for me is not being as familiar as I'd like to be with the literature of other cultures. To know their literature, to try and use their language. I know that different languages aren't just different words for the same thing. They're different words for very different ways to see the world, and I don't see the world as I'd like from other perspectives than my own. I do the best I can. I work at it all the time. It's a big task."

Jim Antenore voices what many teachers feel—the burden and the wonders of trying to uncover, understand, present and teach the multiple perspectives, experiences and histories that human experience throughout the world has to offer.

Specifically, the global and international education approach is important to them because the curriculum is relevant to the many national and cultural backgrounds of their students in a diverse classroom and because it emphasizes preparation for all students to live in an increasingly international world. The framework of the various global programs are holistic and they support a thematic, infused and integrated approach to teaching and learning. The goals emphasize themes of diversity, complexity, ambiguity, conflict management, multiple perspectives and the interconnectedness and linkages among nations and cultures and are thus seen by this group of teachers as particularly important for the overall classroom (and school) learning climate. In addition, all the teachers involved found the approach intellectually exciting. Jan Matthews explains: "Once I had the context, the framework of global education, then the lesson plans began pouring out of the newspa-

pers, magazines, everything I read became material for the classroom".

The teachers we interviewed who pursued global and international approaches had enrolled in programs such as the Bay Area Global Education Project (and other projects in the statewide global education network), the California Literature Project, or the UCLA Literature and Humanities Institutes. These workshops and training projects are similar in that they involve a short-term (several weeks) intensive workshop which involves participants in a joint study of material, theory and the creation of new curriculum. In addition, the workshops attempt, usually successfully, to create an ongoing network among the teachers to provide continuing support and development after the workshop is completed. Explained Toni Bowman:

> "The networking, the contact with a group of people who were feeling positive about teaching, who were trying new things and creating wonderful materials and approaches—that's what was so exciting to me."

Some were prompted to explore international and global education by others who were excited by the approach. Jim Antenore's principal, Dean Waldfogel, read an article in *Social Education* and came to him to ask what he was doing in the area of international education.

> "We were doing very little, but with his encouragement we began to work on it. It started the wheels turning, it made sense to us and answered some questions we'd each been asking ourselves privately. So, we developed a SIP (School Improvement Program) proposal to get training and initiate an effort. And that was the start".

Most of the teachers happened to hear about these workshops and institutes at a critical time in their own teaching.

> "I just felt my curriculum was boring, irrelevant to the lives of my students. The text told the discovery of America as if the continent didn't exist before Columbus. And I had a classroom of Hispanic children! Looking for curriculum that was more appropriate, more validating, more relevant to them was my initial drive."
>
> —Barbara Vallejo Doten, high school social studies, Huntington Park

Doris Brown was feeling the limitations of her textbooks and interested in finding some supplementary materials when a teacher friend in global education suggested she try taking a workshop. She remembers thinking, "maybe this will do it." Jan Matthews worked with an enthused colleague who "just infected me with wanting to know more." She explained:

> "The thing that seemed most attractive to me at the time was that BAGEP was a group of teachers doing really wonderful things and sharing them with each other."

However, while it was somewhat serendipitous that these teachers *found* global and international education workshops, they became immersed in it because it made sense to them. Toni Bowman was burned out and looking for something different to try in her teaching.

> "It just validated all of my instincts about teaching and what my students needed—instincts that were really against the grain at the time—you know,

an infused, thematic and integrated curriculum, a noisy interactive classroom, fostering group responsibility and social responsibility, a student centered classroom, a whole attitude about the world that said it was important to think comparatively and globally!"

Each of the programs have mechanisms which continue beyond the few week workshop. All of the teachers in our sample who participated in the workshops have become heavily immersed in an ongoing process of creating new curriculum and studying the literature and cultures of peoples of different nations and races. Some have gone on to become trainers of teachers.

"It gave me a vehicle to work with other teachers, and trained me to be a trainer. What a great opportunity to be able to build on my teaching to train other teachers." —Toni Bowman, second grade, Woodland

The teachers who have pursued international or global education share an understanding of the tremendous importance of the role of culture in the lives of their students.

The teachers who have pursued international or global education share an understanding of the tremendous importance of the role of culture in the lives of their students. They share a passion for the rich contributions and perspectives to be found in the literature, history and social fabrics of different communities and cultures. They also share the conviction that an international, multi-cultural perspective provides the best possible educational preparation for the real world their students will inherit.

They view their chief vehicle as the curriculum. And it is interesting that three quarters of the teachers who are committed to global and international education approaches combine these with efforts to reduce the prejudices of their students. None of *these* teachers, however, spoke about or appear to gear their teaching towards language barriers or the issues of second language acquisition.

Immersion in Languages and Cultures

"Travel is fatal to bigotry, racism and narrow mindedness"
—Mark Twain

Prompted either by a desire to be able to better understand and communicate with their students, or by the intellectual curiosities aroused by involvement in designing and implementing international and global studies, some teachers have become motivated to learn new languages and to travel. Some travel on their own, others have joined groups of teachers through the global education networks. But all have come away from their travels with a deepened understanding of the role of culture, increased empathy for the children in their classrooms from other nations and cultures, and excitement about the diversity within their schools.

Doris Brown had been teaching for many years when her immigrant students' lives prompted her to begin study travel.

"Intentionally I learned how to teach about other cultures. I do a lot of reading, and have participated in all the school staff development. I knew what I was facing in my classroom and just sought out whatever I could find. But I think what really did it, changed it for me, was my travel. My first trip was to southeast Asia. I'd had kids in my class from that area, and it made me curious. First I studied a lot, introductory work, to learn about the economics and culture of the country. And then when I went I had personal experiences

with people and it just made such a big impression on me. I was gone about 8 weeks. You start to look at your own culture. The thing was, I was already working with these kids, and I wanted to learn how to do a better job. Then I went to Japan, to Indonesia and Singapore and to Russia. Physically going made a big difference. Something like that changes you, and when you go back home, you look at things differently. It not only opened my eyes to the power of culture, but it also gave me new eyes to look at my own culture. I now have a new viewpoint to see what my kids go through here."

For Alice Lucas, who teaches middle school in San Francisco, students not only sparked a pattern of several trips to southeast Asia but also a whole new curricular and pedagogical approach. Alice switched away from mainstream teaching and became an ESL teacher. She traveled widely, has begun to create story/tape packets of bilingual folk tales from the lands her students hark from, and regularly assigns, collects and publishes her student writing and artwork documenting their immigration experiences:

"I was thinking about retiring five years ago. But the biggest reason I stayed in teaching is that I was starting to learn things I wouldn't know anything about otherwise. Kids would talk to me about their homelands. The first week at this school a boy came up to me and said 'Mrs. Lucas, did you see the movie?' He just said THE MOVIE. And the next day he brought me a video of 'The Killing Fields,' which I hadn't seen and didn't want to see. I didn't want to see war. But I did see it, and the kids all started saying 'It was worse than that' and began to tell me their stories. That was the start of getting them to write their stories, and publishing their stories. And I started to take multi-cultural courses at SF State. I learned quite a bit from those courses, and then took a sabbatical and went to southeast Asia because of my students. They talked so much about what life was like there. I needed to see it and understand it. You never learn enough."

The new perceptions and growth that stem from visiting or living in other cultures and nations were repeatedly cited by many of the teachers in speaking about their work in California classrooms. Two had been in the Peace Corps, nine were born outside the United States. Eight others had lived or traveled extensively in foreign nations.

Seven teachers have been prompted to study another language to be better able to communicate with their students and families. Some have done so through formal programs sponsored by school districts to encourage such language development among their teachers. (See the Appendix "Training Resources" for a description of the Los Angeles Unified School District "High Intensity Language Program" for teachers). Others have attended summer language institutes in Mexico.

The additional language facility is directly useful for communicating with students of that language group, but perhaps equally important, it provides teachers first hand experience with the difficulties and joys of acquiring a second language. Says Madeleine Lee:

"One of the teachers said to me, 'Now I know why the kids go through that silent period. I'm in a Spanish class now and I'm not ready to start talking yet. I can't!' And I thought to myself, she has been teaching non-English speaking

The additional language facility is directly useful for communicating with students of that language group, but perhaps equally important, it provides teachers first hand experience with the difficulties and joys of acquiring a second language.

kids for four years, and just now has come to the realization of why they don't speak up in class. And I thought it would be a good requirement that teachers learn a second language because now she understands in a way she couldn't understand before. A teacher should have some experience in trying to speak another language. I had that. Spanish was so hard for me. Then I took Chinese in college and I didn't have the tones. I would go home and try to speak to my grandmother, and she would just say 'Tell me in English'. Learning a language is so hard. And this is what our kids are facing."

Intergroup Relations and Prejudice Reduction:

A third group of teachers have focused their professional development over the past few years in the arena of intergroup relations, prejudice reduction and pro-social concerns. The workshops in which they've become involved include: TRIBES, Anti-Defamation League's World of Difference Project, Hands Across Campus, New Bridges, Green Circle and others—all aimed at altering the social relationships among students in a classroom.

To this group of teachers, it seems essential that teachers play an active role in addressing issues of prejudice, intolerance, and social responsibility among their students. And this necessarily has implications for the curriculum they use, for their presence and influence on the faculty, and their work in the community. David Christiano, high school teacher in Oakland, put it this way:

> "Maybe it's self-interest. I live in a multi-racial, multi-cultural community. I want deeply for everyone to be able to feel positive about their own identity and to be able to relate to each other in a positive and open way. Tension, fear, distance, hostility tears my community apart. I grew up in a very ethnically segregated city. Not just Black and white, but Irish Americans against Polish Americans. It's not like that here in the East Bay. So I think about it all the time—the positive aspects of racial and ethnic identity versus the degree of acculturation needed in order to survive together in a society. *How can we survive and be an integrated society and still retain the richness of our identities in a positive and not an exclusive way?* And that's what I try to find a way to do in my teaching. And it permeates what I do with my class, what I do on the faculty."

While the workshops they attend and the training they seek adds curriculum ideas, perspective and context for what they do, this group of teachers are involved as architects and activists in shaping what it means to "do something" about prejudice and race relations. Says Gayle Byrne:

> "I grew up in the Anti-Defamation League. It's who my family was, it's who I am. I was involved in the civil rights movement. So to bring these issues into my classroom as a teacher was nothing new. But there were some incidents that motivated me to go beyond what I do in my own classroom, pushed me beyond to becoming almost a missionary on the issue of prejudice. As a Jew, and particularly as a Jew with a married name that doesn't sound Jewish, I am an invisible minority. That puts me in situations where people are just out there with their anti-Semitism. And for me, the turning points were first becoming a parent and second witnessing the rapidly changing ethnicity and the responses to those changes in my school. Standing in Standard Brands

with my seven-year-old son, out of the corner of my ear I hear, like a knife going through me, 'Those god-damned Jews just own everything'. My son looks at me for my reaction. I want to make a marshmallow around him so he won't have to hear it or feel it. The two women continue talking, louder. And the pain goes beyond me, beyond my kid. At my school, witnessing the fear and hate, I have to be involved in a serious way, beyond my classroom."

For Gail Byrne, this involvement has included becoming a trainer of teachers for the "A World of Difference" curriculum, getting a grant and arranging to bring "Hands Across the Campus" to her school, searching for programs that were effective in getting students involved in these issues, and then working hard on all levels at her school (with students, with the faculty, with the administration) to create an anti-prejudice campaign throughout the school campus, to create mechanisms for inter-ethnic communication and relations, and to continuously pursue the issue.

Tommie Richardson had a class, once, at San Francisco State University, studying forces of racism and discrimination in different settings in our society. That reading and study was just a small piece, though, of his learning. He is an African-American man. Going back and forth to the south, experiencing the Jim Crow system there, and then contrasting it to northern racism and prejudice were the personal backdrop. His concern and commitment deepened as a teacher, seeing groups of his students in a "no-win" situation, not being validated for their culture, and no one speaking out for them.

> "And I felt I needed to do it. And I *did* speak out. For the kids, for their rights to be supported and educated and respected. For the teachers who weren't getting the support they needed to do the job. It's not just my classroom, I speak out in the community, I speak out among my colleagues. I go to the top. I don't have a choice anymore."

Gail Byrne. Photo by David Maung.

They agree, unanimously, that teachers should have training on diversity issues, prejudice and racism. And, they believe that teachers should have exposure to approaches, curriculum and school program models that impact on these forces in society. But they also agree, as Gayle Byrne says:

> "It's not the training. There are some of us who are the lone voices that stand up and put ourselves on the line. That's not taught to us, not by training, though perhaps by our lives. It's in our hearts because we know it's right, because we know we need to. And that's maybe the essential lesson for our students."

And Still They Learn

Teaching effectively in a diverse society is not just a matter of language and cultural awareness, global and international curriculum, and prejudice reduction. It also involves a search for those teaching methodologies and strategies which stimulate critical thinking and develop communication skills. Therefore it is not surprising that mixed in with discussion of the above four areas of professional development, were descriptions of involvement in other forms of training—chief among them, the Bay Area Writing Project, the California Writing Project, California Poets in the Schools, and the HERALD Project . All were cited for having a strong influence on the teaching of diverse groups of students.

For example, the Writing Project, with a main focus on improving writing skill levels, has also given these teachers a vehicle for creating bridges across the barrier of stereotypes by helping students write about their experiences and share the material with their peers.

Although some fine in-service training and staff development resources in language acquisition exist they are focused almost exclusively on bilingual teachers and are not sought out by mainstream teachers. This appears to be embedded in the separation which exists between bilingual education and mainstream education. The losers are the children. Moyra Contreras, a bilingual teacher active in both bilingual training and mainstream training programs, bemoans this separation. Concerned by the near invisibility of the language minority child in regular mainstream curriculum and pedagogy focused trained, and conversely by the lack of broad based curriculum content focus within bilingual training, she has made it her crusade to create the bridges. She has, for example, pioneered the development of a Bay Area Writing Project workshop aimed at working with teachers of LEP students.

As learners and trainers, each of the teachers interviewed described their personal list of directions for future development. These include plans for new curriculum development, long reading lists of books they itch for the time to read, ideas of new workshops and training. Terry Griffin plans to seek training in bilingual education. Jim Antenore is reading Chinua Achebe and Gabriel Garcia Marquez and is working to weave them into a new curriculum unit. Adelina Aramburo is working on her administrative credential. Amelia Ramirez is planning a trip to Mexico to meet with teachers there. And, Jan Matthews plans to find Sheltered English training. Their quests continue—to create the teaching approaches, materials and styles appropriate to the diversity of their students.

PROFILE

TOMMIE RICHARDSON

TOMMIE RICHARDSON, teaches fourth and fifth grades at Franklin Year Round Elementary School. He juggles a full life as a teacher, coach, single father, and union activist. Since 1987, he has been a member of the Board of the Oakland Educators Association, the local union. Tommie was asked to run for the office by his fellow teachers, and he saw it as an opportunity to raise issues, primarily around bilingual education, that needed to be addressed. Throughout his teaching career Tommie has worked in schools with large immigrant populations. Franklin, for example, is 70% Asian, with many Lao and Mien children.

In his quiet voice, Tommie says:

> "My first year in office I raised hell because I brought some tough issues to the front. We started a coalition of bilingual teachers that met once a week. We pulled information together about the needs of bilingual educators and how bilingual programs should be done and we took that to the superintendent. I was also involved in pulling together a community meeting that had a school

Tommie Richardson.
Photo by David Maung.

board member, the superintendent and the union president. The community was split amongst groups of Asians, Hispanics and Blacks who felt their individual community's concerns were not being met and who had specific concerns around funding of bilingual and LEP programs."

As a result of that meeting the Superindendent appointed a bilingual task force which got release time to meet and develop instructional materials on bilingual education for teachers as well as information for community members. They worked with the parents to address their concerns and work as allies.

Tommie's involvement with the union has been long term. He joined while working as a student on his B.A. in Recreational Education and has remained a member since 1969. His affiliation with Oakland schools goes even further back. Tommie is a product of public education in Oakland. His mother, aunt and sister all worked for the school district. As a junior in High school, he worked as a noon time game supervisor. Later he worked as a custodian, then an instructional assistant, then an assistant teacher and finally an accredited teacher all within the Oakland district.

Tommie proclaims, "I got in through a back door. My major in college was in recreation education. During my last year at San Francisco State I heard that the Oakland school district was looking for grassroots people to teach. I applied, was accepted and completed my credential *after* I began in the classroom."

Tommie's first teaching assignment was in his own elementary school.

"It was interesting. When I started at that school my old teachers came and told me that they were not going to allow me to not succeed. They said they would help me in every way possible from September until January and then, 'We are going to let you go on your own but we'll be here if you need help'. It

REFLECTIONS ON TEACHER TRAINING AND PREPARATION

WORKING with the teachers interviewed for this project, we distilled a list of the four major areas of teacher competency required to teach effectively in classrooms which integrate immigrant and U.S. born students. This list includes:

The Four Major Areas of Teacher Competency

COMPETENCY IN LANGUAGE DEVELOPMENT

- Knowledge of second language acquisition processes, and classroom techniques for helping students through that process—including an emphasis on concept development
- Whole language approaches to integrating oral language development with writing, reading , and listening

COMPETENCY IN BUILDING AND TEACHING AN INCLUSIVE CURRICULUM

- Familiarity with a wide range of materials and literature from different cultures and periods in history to enrich the curriculum and to elicit focus upon issues of culture, immigration, prejudice and intolerance
- Techniques for teaching to and from the experiences of the students

COMPETENCY IN ESTABLISHING A CLIMATE SUPPORTIVE OF DIVERSITY

- Ability to use the classroom as an opportunity to explore issues of personal prejudice, with active classroom discussions about tolerance and prejudice
- Understanding the importance of never allowing incidents of intolerance to pass unaddressed, and knowledge of how to use those incidents as opportunities for learning
- Knowledge of how to establish and uphold clear norms of acceptable behavior regarding prejudice and respect
- Awareness of approaches to building respect, safety, trust, prosocial behavior and responsibility within a class and a school
- Awareness of techniques of positive affirmation for students, and the importance of high expectations for all students

KNOWLEDGE OF THE CULTURES AND BACKGROUNDS OF THE STUDENTS

- Understanding of the basic role of culture in shaping learning and perspectives; and specific knowledge of the political, historical, economic, social and cultural backgrounds of students in the school

Acquiring these competencies must begin in teacher preparation programs, but they involve a continuing process that lasts throughout the teaching career.

Teacher Education

Reflecting on their own teacher training preparation for the classroom, and the training of current student teachers working with them, the teachers in this study are largely critical of the teacher training programs for a failure to focus adequately on the challenges and issues of diverse classrooms. Says Kate Duggan:

> "I don't think teachers are trained with the reality of the situation at all. I know I wasn't prepared for the sheer demands of daily teaching. The people who taught me hadn't been in a real high school for years, and the whole situation was different. Dealing with ethnic groups, gangs, kids who don't speak English, cultural differences. Dealing with how different kids react from different cultures, and how they see things. I took such garbage courses when I was in training. I didn't learn until getting in the classroom here and having to figure out what the kids need. Sheltered instruction has saved my life, but I didn't get any of that until I was already a teacher. You die out there if you don't have a repertoire of that stuff. I think you'd damn well better teach about cultural differences. It's irresponsible to the students coming out of those programs, and to the students they try to teach. I never got any of that in my teacher training."

Reflecting on their own teacher training preparation for the classroom, and the training of current student teachers working with them, the teachers in this study are largely critical of the teacher training programs for a failure to focus adequately on the challenges and issues of diverse classrooms.

And Winnie Porter explains:

> "We get a lot of student teachers here at Hawthorne Elementary. They're basically good teachers, and I think eventually they'll be very good in the classroom. But they're not prepared for the realities of inner city teaching. We don't feel that the universities really know what's going on. The realities are that it's not just academics anymore—it's the whole child, and that means what *their* home is like, and *their* culture and their language."

The issue of preparation for the *reality* of the classroom has been an active topic in teacher training for decades—but as the student population becomes increasingly diverse, the gap between the classrooms new teachers are prepared to teach in and the classrooms they will face in most California schools has become greater and greater.

The teachers we interviewed were solid in their belief that teacher programs should be taught by faculty who have had recent teaching experiences in K-12 diverse classrooms. And it appears that at least some University faculty agree. Approaches such as San Francisco State University's requirement that their teacher training professors take a semester off to teach K-12 was highly applauded. Similarly, the approach of relying more widely on actual K-12 practitioners who take sabbaticals to teach in teacher training programs provides closer links between classroom realities and training. The University of California at Santa Cruz provides their student teachers with local teachers who are hired to spend two years on the faculty as teacher mentors. But these practices are far from widespread. Teachers strongly recommended that the faculty in teacher training programs engage in intense and targeted professional development efforts to gain the new expertise and knowledge

they need in understanding the backgrounds and cultures of diverse populations of students, in understanding second language acquisition and the implications for the K-12 classroom of widespread immigration to the state.

It also seems apparent that, to be effective, the teacher training programs should model the type of classroom diversity, climate, and multi-cultural content their students need to emulate.

In terms of *what* new teachers should be taught, the group underscored the importance of all new teachers being well versed in the content knowledge they'll impart, which must include familiarity with international literature and history, and the relevant cross cultural material in their subject. And, they were unanimous that all teacher training programs in California should require at least minimal exposure to second language acquisition theory and techniques for *all* teachers in training.

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Student Teaching

Clearly, an important element of teacher training is the student teaching experience. The quality of the student teaching experience is directly correlated with the choice of a suitable and competent master teacher. Again, the teachers interviewed were adamant that more care should be taken in assuring placements with master teachers who possess the kind of expertise which prepares students for working effectively in diverse classrooms. This means master teachers who are well versed in the new model curriculum frameworks and model curriculum standards, actively involved in professional organizations, people involved in things co-curricular beyond the classroom, who are knowledgeable about second language acquisition approaches, and who have strong track records in diverse classrooms.

Finally, teachers spoke at length about issues of recruitment into the field, and the need to attract people who are not only willing, but who *want* to work with students from diverse backgrounds. This involves a recruitment emphasis on ethnic, racial, and linguistic minorities, and ensuring that people entering teacher training have some awareness of the realities of classrooms and go into the field knowing "what they are getting into". Lynda Robinson spoke most forcibly about this issue:

> "I see it as a continued disenfranchisement of minority children to let people go through teacher training and enter the field of teaching who don't *want* to teach Black kids, who don't know *how* to teach limited English proficient kids, who try their best to get placed in 'good schools' where there aren't any of 'those' kids, or 'those' problems. And I think part of breaking that pattern is also seeing to it that kids from our communities make it into teaching."

And Gayle Byrne concurs:

> "I know this isn't a popular attitude, but I really don't think we should *allow* people to become teachers who are prejudiced, who don't think kids with certain skin colors can learn, or who don't want to work with kids with foreign accents, or who aren't willing to work on these issues."

In fact, many teacher programs have instituted some measures to assure some exposure to the classroom prior to entry to the program. These include requirements of classroom observation prior to entry, a Follow a Teacher for a Day requirement, or requirements that new students work as aides for a semester prior

to entering the teacher training programs. These are important beginnings and point a direction that must be established and expanded.

New Teacher Support

Given the massive new teacher drop out rate of 50%, support for entry level teachers has been a major issue in staff development in California for the past decade. Among our group of teachers there was much discussion about how new teachers are often assigned the hardest placements—combination overflow classrooms, the newly pulled together classrooms of recent immigrants, etc. This is both a major disservice to the new teacher who faces then the greatest challenges in teaching at the point of least experience and resources, but is also a factor in the mis-education of students who are at their most vulnerable as well.

Despite criticism of the placement policies which give new teachers the "left over" classes, the teachers we interviewed generally felt the system to support new teachers was strong. They did have some recommendations, however. New teachers should be paired with mentor teachers who have had "real life" teaching experiences similar to the new teachers' placements. Ideally, the mentor teachers should have experience in the four major areas of competency previously outlined on page 75. While at this stage in history it is unlikely that more than a handfull of teachers would have expertise in all four areas of competency, efforts should be made to select mentor teachers with at least one of the four. To ensure that new teachers develop the theory, techniques and understandings they need to teach effectively in a diverse society, it was further recommended that the required 500 hours of inservice for new teachers in the first three years should be tied to these four competency areas.

Experienced Teachers

It is clear that as professionals they share a commitment to continuing development, and that the imperative for that commitment is at least partially related to an understanding that our rapidly changing student population has presented wholly new challenges to teachers.

California is facing a major challenge in re-gearing our schools to be appropriate to the diversity of its population. The old assumptions that experienced teachers already "know their stuff" is being challenged by the presentation of whole new dilemmas in teaching. Clearly, the group of teachers interviewed for this study have been engaged in a continual professional development process since they began teaching. They are experienced teachers with a wealth of expertise and knowledge. As mentor teachers, as master teachers, as trainers and workshop leaders they are all involved in sharing their expertise with other teachers. Yet it is clear that as professionals they share a commitment to continuing development, and that the imperative for that commitment is at least partially related to an understanding that our rapidly changing student population has presented wholly new challenges to teachers.

Many of the training projects and workshops to which the study teachers attribute their growth were given outside of the formal staff development and teacher training system. The most effective, in their views, were projects like Bay Area Writing Project, the Multi-district Teacher Training Institute, Bay Area Global Education Project, the California Literature Project, and others. While the focus on each of these differ, the effective and exciting, "growth promoting" professional development projects do share certain characteristics. These include: workshops

taught by other teachers, provision of contact with teachers doing wonderful things, and time in the workshops to share what they personally are doing. They also share strong intellectual stimulation, discussion and presentation of theoretical frameworks and research as well as practical approaches, an intensive immersion in content and approach. Part of their effectiveness is that the workshops are followed by time to apply and adapt the material to the individual classroom and then to reconvene with the group to discuss and refine.

The workshops most appreciated are those which are designed to "treat us like professionals" say the teacher participants. That phrase came up again and again, referring to a complex of characteristics as diverse as comfortable and pleasant surroundings, convenient locations, utilizing and building upon the expertise teachers bring into the workshop. Part of the "professional" quality of the programs is that they change and evolve in response to teacher experience and input and present opportunities for teachers to become trainers of others.

People were particularly excited by workshops which were either site based, whole school programs, or which in other ways ensured a strong support group of teachers who could continue to work together in evolving their teaching. They also seek a broader array of workshop offerings in the four competency areas defined by this report.

But the professional development of experienced teachers already immersed in diversity issues goes beyond specific workshop offerings. Many of these teachers view their continuing development and contribution to the field of teaching in terms of opportunities for curriculum development, to write, to organize new programs and courses, to get out and "see" what others are doing and share their own work. The strongest forms of support for their development would be some mechanisms of release time (such as a regular period off each day for a semester every few years or one less class to teach so they can search for new literature, develop new courses). They would like whole school release days to work on planning with their colleagues, more available School Improvement Program grants or mini-grants for curriculum development or study, and substitute teachers available so teachers can regularly observe and visit other classes/schools. POGO Days, a program in Glendale, is an example of a program to support teacher visits to other classes and schools (see "Glossary" appendix).

Not all experienced teachers share the hunger for professional development in areas related to diversity that this group of teachers exhibit. And while they voice support and understanding about their colleagues who are not committed to these issues, they also believe firmly that the needs of students and of our diverse society call for retraining of *all* teachers. Says Winnie Porter:

> "I think all teachers need to be retrained. But I don't think it can be shoved down their throats. Basically, what you're trying to create is sensitivity, and you can't push anybody to be sensitive. It's got to come from the heart. And you're trying to impart new knowledge, but that only happens when people feel receptive and open to it. And a lot of times districts just push teachers and make them feel like failures. You take a teacher who has been teaching for twenty years and make them feel like they're no good, can't handle the kids, and can't meet their needs. Of course that doesn't work. Retraining needs time. You can't teach all day and then go and take classes. I would like to see some kind of sabbatical for retraining teachers—paid programs in the sum-

Not all experienced teachers share the hunger for professional development in areas related to diversity that this group of teachers exhibit. And while they voice support and understanding about their colleagues who are not committed to these issues, they also believe firmly that the needs of students and of our diverse society call for retraining of *all* teachers.

"One of the things you've got to realize is that what you can do within the walls of that classroom is embedded in what is beyond the walls of that classroom, and in a total school wide perspective. I think part of the thing that kills teachers in these situations is when we don't receive support beyond the classroom. They are creative people stuck with an unmanageable situation, and they burn out."

—Tim Curbo,
first grade,
San Francisco

> mertime for retraining. And the retraining needs to focus on where these kids are coming from. Right now we're frustrated because we have 30 new Russian immigrants. We don't know anything about them or why they're here. It's new for us. We thought they were Jewish, now we find out they are Christian. There's some church that's sponsoring them. We can't speak with the parents, and the kids don't understand really why they're here. So now we have a lot of learning to do. We *all* have a lot of learning to do."

Many of the elements described above which the teachers in this report wished were available for them apply to all experienced teachers. But there are additional elements which they felt might be appropriate for teachers who might be somewhat resistant to additional training in areas of diversity. Winnie Porter goes on to say:

> "I think it's okay to require in-service, especially if an area is really important, but you've got to give teachers choices about it. I've sat through so many workshops that were just repetitions of things I've already been through—and I was required to be there. If there were choices, so teachers knew that they had to do something to work on climates supportive of diversity but had choices of how to satisfy that requirement, that would be great."

Others chimed in. "It's important to specifically invite people", "If they hear about it from other teachers who are excited about it", "You have to be sure they are paid for their time", "Make sure its accessible and convenient".

The professional associations have, in the past five years, begun to play an important role in promoting a focus on issues of diversity. Teachers attending conferences of the California Association for Bilingual Education or the California Association of Teachers of English as a Second Language are offered a large menu of workshops on the cultures and backgrounds of students, on teaching methodologies and new research. Union contracts have sometimes made it possible for teachers to attend conferences which expose them to what is happening in their field, and present opportunities for learning about further training options they might pursue. In addition, the American Federation of Teachers sponsors the Education Development and Research Project, connecting teachers with educational researchers. This teacher owned and operated process provides a mechanism local teachers can use to pursue issues in "multicultural communication", among other topics. The California Teacher's Association annually organizes two conferences: The Equity Conference that deals with minority and women's issues and The Human Rights Conference that focuses on issues such as language rights. Accordi·g to Winnie Porter, member of the State Council of the California Teachers Association, CTA has recently created a committee focusing on cross cultural understanding, and is planning intensive training sessions on that topic. Winnie says:

> "The Cross Cultural Understanding Committee came about because of the ineffectiveness of the State Department of Education training around cross cultural understanding. Teachers really want to do well in this area but no one is giving them the training and support they need in this area. So CTA has taken it upon itself to fill this need."

The professional associations and union efforts are one manifestation of teacher

efforts to create the professional development they want and need. Less formal mechanisms such as peer coaching or "buddies" were also high on the list of elements to include in a professional development system for experienced teachers. But perhaps the strongest recommendation was for an extended school year with pay to allow school sites together to engage in professional development—promoting support and a shared vision that can carry beyond the specific development time into their work throughout the following year.

> "Every teacher on campus has some LEP students now, so we have to learn to adapt to that. More than that, we have to learn to understand and be compassionate about that. Teaching the curriculum is one thing. But there is this whole other element that has to be dealt with as far as understanding someone's culture and being able to respect it. Working with and around their language problems. Until we understand that, we are hostile to the changes. We're culturally ignorant as a profession. We know our curriculum, but we no longer know our students."
>
> —Gayle Byrne, high school English, Huntington Beach

PROFILE

NAN CANO

NAN CANO teaches English Literature, World Literature and American Literature in Agoura High School's comprehensive program. A veteran teacher of 16 years, she talks about her teaching, concerns and vision, sweeping up those who listen in the flow of her words.

"Several years ago I decided I needed to know more about world literature. I was embarassed to be teaching purely Western work when I said I was a world literature teacher. I had worked very hard reading and studying on my own. Then I participated in the UCLA Humanities Institute and we read about 1,000 pages a week. We just kept reading and reading and reading with the thrust to find not just a work that was interesting because it was Japanese, but classic literature so that without any qualms we could say 'these are fine works, classics, top quality, core literature. This is what you have to read to be a human being in this world and with no apologies for any culture at all'. I'm pretty demanding. I really wanted the best and we found it."

"It's hard to get your hands on the material. But there's a reason for that, too. I wanted to know, gee, was I gypping the kids on Chinese novels. Well, there aren't Chinese novels, that's not the mode of writing, that's not something that they valued and pursued. That's why we can study their poetry much more easily, and why the fiction now is rather stilted and kind of artificial and very political. But they're going to read it. There's a wonderful love story that, if you are 18 years old in Beijing right now, you can be jailed for reading. It might not be a Faulkner short story, but they're also thinking about, what kind of sacrifice am I willing to make to read; would you be willing to go to jail to read? Where do you draw the line? What's important to you?"

"I think you have to teach whoever is in front of you, and not ignore other parts of the world, either. But since I have more Asian students, that's where I felt the strongest guilt. I felt that they were trying so hard, and reading all this British literature, and I never was able to allude to their backgrounds. So now they know how I feel, and I now have Hamlet in Korean and Japanese, and they've brought me these books. I have an international collection. I'll be in London this summer, and I'll be buying more African books, because I've found more key literature that I want to have, as well, from Africa. Not the white perspective looking at Africa, not necessarily just that, but beyond Nadine Gordimer. We need to hear some of the Black voices. You have to know everyone, whether they're sitting next to you or not. But when that's who's sitting in front of you, I think, it's incumbent upon you to speak to those faces."

"I want my students to know that they can read anything in the world; that there is nothing beyond them, and there is nothing beneath them. The problems they have are problems that every 18-year-old person has had since time began. I talk about this allegory of the cave, they're going into the college cave, and then they're going into the work cave. Every time you leave the cave it's scary. You have to keep

going back to the cave to tell people what you see outside, and they don't always believe you, they think you're crazy. They've been in a white cave for a real long time, and thought that all the shadows that they saw were reality, and it's not. We have to care about Tienamen Square, and that they will never, I hope, never feel that it's not their world. Those concerns are their concerns."

Nan Cano. Photo by Brian Cano.

THE BROAD PICTURE

Most importantly, they have stressed again and again that working with diverse and changing populations of students *demands* continual teacher learning in order to be effective.

IN all of this, the teachers have stressed teacher *learning*. They have spoken at length about their own learning and paths of development and continual processes of questioning and seeking new responses and understanding. They have shared their views on the training and learning of new teachers. And, most importantly, they have stressed again and again that working with diverse and changing populations of students *demands* continual teacher learning in order to be effective.

This group of teachers are not only learning all the time, the vast majority of them are teaching new teachers as well. Together, they articulate a body of material that is "what teachers need to know" to work effectively in diverse classrooms. This list includes the major areas of competency that they themselves are pursuing: knowledge of language acquisition processes; the ability to build and teach an inclusive curriculum and to use student centered teaching strategies; knowledge of how to establish a climate supportive of diversity and overtly anti-bias; and knowledge of the cultures and backgrounds of the students.

These are competencies needed by all teachers in a diverse society. Together as a group, the teachers in this study view the acquisition of all four of these skill areas as needing to occur in a continuing process which begins before one enters the classroom, includes special support and study in the critical early years of teaching, and requires continual study once one is an established teacher.

Few of the teachers we interviewed, however, had developed expertise in *all* of these areas. In fact, even *awareness* of language development and theory were almost the exclusive province of those who had specifically pursued that training. Is it sufficient for individuals to pursue their own individual paths shaped by their own histories and backgrounds and serendipitous information about training opportunities? Wouldn't Doris' and Jim's students benefit from the kind of sophistication in second language acquisition and understanding that Tim and Madeleine are able to bring to their teaching? And conversely, couldn't Tim and Madeleine's students benefit from the kind of international and global curriculum that Doris and Jim work so hard to provide their students? Wouldn't David's school benefit from the kind of school-wide anti-prejudice campaign Gayle wages on her campus? Wouldn't Gayle's students be ignited by the exposure to world music that David provides his students? Or is it enough that each of the teachers has *some* avenue to pursue in reshaping their classrooms and schools to better address diversity? One teacher remarked, "We each have about one or two percent of the answer. Shouldn't there be some way we can put our heads together?"

There is no question that we need a proliferation of different kinds of training and professional development opportunities for teachers that speak to the different aspects of the challenges of teaching in diverse settings. Teachers ought to be able to make such choices from a broad array of possibilities so they can tailor their development to the particular challenges being faced in their own classrooms and in their own stage of development. But it is not enough to simply leave each teacher to his or her own individual pursuit.

We need a more complete mechanism to disseminate information about those opportunities, and to ensure widespread access to what is available. Systems need to be developed to encourage the cross-fertilization of expertise and perspectives, to combat the artificial separation between bilingual education knowledge and

mainstream education expertise, to allow teachers to put their 2% of the answer together with other teachers. Curricula, materials, and the expertise to use them must be shared, both for the resource they provide and to provide support for the process of change. And, we need leadership insisting that all teachers in California continue growth in the competencies needed to teach effectively in diverse classrooms.

It has been demonstrated that the success of those pursuits are deeply influenced by the existence of supportive school structures and relationships. And, that teachers (even the best of teachers in the most supportive of circumstances) are still not satisfied that the teaching approaches, materials, structures and policies yet exist to do the job facing us as a society. The search for how to effectively educate children of differing cultures, tongues and races requires not just changes in training and professional development, but new forms of support for such teaching.

Making Do or Doing Well—a Question of Support

The teachers we interviewed were highly articulate about the constraints they faced and the supports that make a difference. Some spoke of finding their greatest model for living and dealing with change among the students themselves. But collegial support is clearly paramount, and one of the most frequently heard comments was about the necessity of sustained contact with other teachers facing similar challenges and meeting them with creativity and humor. Along with relationships between teachers, the relationship between a teacher and the administrator was discussed at length in almost every interview. For some, the negative aspect of these relationships was overshadowing. Seven of the teachers are in situations where lack of collegial and administrative support makes every day feel like a "waged battle". Arriving to interview one teacher, we met precipitously on the stairway where she was in the midst of a loud and heated argument with the Dean about the explusion of one of her students for a fight which the teacher was sure was based on cultural misunderstanding. Another teacher gave over a third of her interview to focus on the lack of support and daily battles which become part of being an advocate for her limited English proficient and foreign born students. One teacher, choosing to remain anonymous, explained:

> "It's partly in how principals are appointed,and where they are placed. I spend the majority of my time fighting my principal rather than focusing on my classroom. It shouldn't be that way. I need support. He doesn't believe in the bilingual programs that are supposed to be happening in our school. That can get the whole staff against the program. He'll say openly at faculty meetings "I don't support bilingual education". He shouldn't be placed at a school where there are LEP kids needing a strong program!"

The interviews with teachers who face administrators who do not support their work were in dramatic contrast to the interviews with those teachers who reveled in the strength of the support they receive. In seven of the interviews the supportive adminstrator attained hero status. These administrators are involved with the whole faculty in redesigning school structures, curriculum and policies which are supportive of diversity. They are aware of the difficulties inherent in change for

"Unfortunately, the material doesn't get disseminated. It's a time factor. We don't share information. There is no time to pass your own stuff on to someone else and to work with them on using it. That should be structured in the school week, so teachers can have time to share with others what they've learned. We're all learning so much now. But we're just locked in our own little boxes, with everybody struggling to survive. This is a matter of time and money."

—Alice Lucas, middle school, social studies, San Francisco

It is clear from our interviews that teachers do not teach in a vacuum, but in the context of an overall school system that must be geared towards embracing diversity and meeting the needs of all of its diverse students. Training teachers and supporting their professional development without attention to creation of a school system supportive of the necessary changes in teaching is simply insufficient to meet the challenges facing our state.

teachers and recognize that there are real and emotional costs that must be provided to help teachers make the changes.

Tim Curbo, speaking of his principal, Judy Kell, at Hawthorne Elementary school in San Francisco said,

> "A good administrator legitimates the teacher's role and also helps coordinate some of the issues that transcend the classroom. She gives a global perspective as to what the needs are and what we can do to support each other and to make each other's job easier. And she listens. I go in and say "I'm going crazy. I'm a traffic cop. I have kids with needs from A to Z. I can't teach." And we sit down and look at ways to perhaps globablly, school-wide meet that problem. We brainstorm. 'Maybe if we shared here... or maybe this kids needs this...' A person who will support a teacher that way, and is willing to maybe make changes in the whole school picture to meet teachers' needs as we have communicated them. Responsive to teachers, validating the teachers, aware of the bigger picture, child centered, as opposed to a bureaucrat who's trying to raise scores because of pressure from downtown. A person that's willing to buck downtown when necessary, and establish school priorities that are really child centered and not bureaucracy centered. A person in touch with the classroom. Judy says she can take risks because all they can do is demote her back to the classroom and she doesn't fear that. She came out of twenty three years in the classroom."

Beyond the individual personalities who create the context for teachers, there is a large educational infrastructure which was very present in the teacher interviews. Though controversial, the new state curriculum frameworks were viewed by this group as a positive force in education mainly because they provide a tool to use to talk about the curricular changes needed. Amelia Ramirez explained: "The English / Language Arts Framework gives me the vehicle and the backing I need to talk with other teachers about building a really inclusive literature based program." Her comments were repeated by Toni Bowman in reference to the Social Studies Framework. "It has some of the language we can use about teaching about issues of pluralism, preparing our students to live in a diverse society. It's a document that supports what we're trying to do, but it's only the first, and it's a limited step."

But other aspects of the infrastructure are troubling. The annual budget process, the insufficient levels of funding for education, the critical shortage of bilingual teachers and aides to provide the language support immigrant students need, scarce support for professional development, shortage of materials and texts for culturally inclusive curriculum, and what is viewed as a lack of high level leadership supporting diversity—all of these mediate against the kind of support teachers need to "do it right".

A teacher, concerned about a new child placed in her class who never speaks up may go out of her way to try to make the student feel comfortable. However, unless there is a strong asssessment center or process in the district with personnel speaking the language of that child, the teacher may never be able to find out if the child is simply lacking in English skills, is traumatized by war experiences or has a learning disability. A teacher who is concerned about a very bright Mexican child who is suddenly missing a great deal of school may be able to compassionately reach out to the child to do some limited counseling, but may then find the need to

consult an immigration lawyer about legal problems the family is having or find an employment counselor who can help the child find legal work in non-school hours. The teacher trying to mediate tension and hostility between a Cambodian and Vietnamese student in his class can apply all kinds of management and conflict resolution techniques, but may also need some background information on the history of conflicts between those peoples. The quest to find new curriculum materials, new literature to use, or new teaching approaches takes time and money. And even when materials are developed, there is no system for even knowing who else might benefit from them.

It is clear from our interviews that teachers do not teach in a vacuum, but in the context of an overall school system that must be geared towards embracing diversity and meeting the needs of all of its diverse students. Training teachers and supporting their professional development without attention to creation of a school system supportive of the necessary changes in teaching is simply insufficient to meet the challenges facing our state.

PROFILE

MADELEINE LEE

MADELEINE LEE's first grade classroom is housed in the older building of Hawthorne Year Round Elementary School in Oakland. The room has high ceilings and a wall of windows which Madeleine likes to keep open so the room doesn't feel stuffy. The room is divided roughly in half. On one side, groups of individual student desks are pulled together to form a table. There are four to five tables depending on the population of this transient neighborhood. The other half of the room has a large area rug and open floor space and then a half table in the farthest end where writing and special projects can be worked on away from the hustle of the class.

Only one commercially made item, an ABC chart, is on the walls that have been covered with bright yellow paper. The rest of the charts and art are made by Madeleine and her students. On one wall Winnie-the-Pooh holds a bunch of different colored balloons labeled with their color names in English and in Cambodian, the predominate home language of the children.

Next to this colorful display are listed the class rules, the school pledge and the "success formula" which includes statements such as "I am happy, I am healthy, I am intelligent..."

Across the full width of the room are strings which look like clothes lines. Art work is hung on those strings. Madeleine explains "Everything that goes up is something the students have contributed. Our work is by themes. We leave the work up and move them around until they are in the far end of the room and are just up for reference to help us remember. We never take it all down. Work stays up and just rotates."

Madeleine explains her evolution as a teacher:

> "I first started teaching here at Hawthorne Elementary. I had a classroom with a lot of different language children in it. I spoke Spanish from high school, and that was it. So I had to figure out ways to teach the other kids—Vietnamese, Laotian. I just came up with my own style. This year most of them are Cambodian speaking. I have a couple of Tongan speaking children, a Vietnamese girl and a handful of English speaking Black children. It changes all the time; I had more Vietnamese, but they moved. The transiency in Oakland is really high. Kids come and go.
>
> "Most of the kids are limited English speaking. You have to do more ESL type things, more visual things, a lot of drawing. You have to start with the basics. If you're talking about something, you have to do the background. I usually teach in the whole language and develop my own curriculum, but I thought I'd give the BASAL reader a try. The story was about the beach. I thought 'that's pretty easy because a lot of kids have gone to the beach'. It wasn't as easy as I thought. We had to backtrack and talk about the beach, and about sand, and that the water is very cold, and why you wouldn't want to just go in—the whole thing. Concept development is so important."

"In my class I have to do less talking and more showing. I think that's a key thing. If you have pictures, you need to make sure that they understand what that picture is. For example, it's so difficult to explain a rake! In Cambodia I don't think they rake up leaves. What's the difference betweeen a rake and a broom? In a picture, a rake looks like a broom. And what's the difference between a rake, a broom and a mop? So even if you use pictures, sometimes you need to go another step.

"I do several things in my class to bridge language and cultural differences. In the morning we have the morning calendar and the weather, and the numbers one to fifteen. We say them in all the different languages of the kids in the class. What's up there (on the wall) is English and Cambodian, because the majority of the kids are Cambodian. But we do it in whatever language there is. Each person gets to be the leader for a day, directing the exercises and taking the lunch count. It's great for building their self-esteem. Whoever the leader is will count from one to fifteen first in English, then in Spanish, or Chinese, or Tongan. That's an awareness thing—that there *are* other languages., When I was little, they used to go 'Ching, Chong, Chinaman.' That, to them was speaking Chinese. The kids that have gone through my class can at least say the numbers one through fifteen. I think they have an awareness of the different kinds of languages and that they're not just 'bla-bla-bla". That's good, that they can identify the language and speak a little in it.

Madeleine Lee.
Photo by David Maung.

"When I was a child in school we would do the food groups. Every school teacher does that. The kids go home, and come back and say what they had for dinner. You write it down and you count the calories. We did in on a Monday. I had had a Chinese dinner. And of course, it's not on any of those pictures—it was pork, but it was chopped-up pork. So I thought, the closest thing must be a pork chop. So I guessed, and made it up. I said we had pork chops. I lied! Monday night I went home and said, "Mom, we can't have Chinese the rest of this week. I have to do this menu thing and I don't know how to do it when you do Chinese." She agreed. It wasn't like we had Chinese every night—maybe three times a week, but it was just enough for me to feel really scared, and to lie and say we had pork chops. Now, when my class does food groups, we analyze the school lunch menu, because they all eat the school lunches."

SECTION IV:
A Call to Action

"I want policy makers to read this and understand how crucial it is that something happen in this state to help us teachers do what we need to do for our students....and to see that's it's going to take some bravery and leadership and resources from the state leadership to develop our teaching force to where we need to be."

—Adelina Aramburo, kindergarten, San Francisco

EVERY student in California has a right to an education which includes access to an academically strong core curriculum which prepares them to live productively and responsibly in a diverse society. They have a right to an education which provides a strong sense of pride, validation and knowledge of their own cultural, linguistic and national background. And they have a right as well to share with pride in the knowledge, promises and dreams of their common nation and humanity.

The teachers who participated in creating this report share a dream about the futures of their students and a vision about the society we are creating together. It is a dream and a vision which is deeply rooted in the old American promise of liberty and justice for all, and is stated in the motto of the United States, "*e pluribus unum*". It is a dream of children who though different by virtue of race, language, gender, national background, culture, tongue or income share in a common sense of humanity, in a deeply rooted respect and appreciation of each other, and in a sense of responsibility for together continuing to forge and protect a society of liberty and justice.

The teachers who participated in creating this report share a dream about the futures of their students and a vision about the society we are creating together. It is a dream and a vision which is deeply rooted in the old American promise of liberty and justice for all, and is stated in the motto of the United States, "e *pluribus unum*".

But while the dream is a longstanding one, many of the specific manifestations are uniquely modern. Our state, and our schools here in California, are more diverse than ever before, and the dangers of increasing inequities between racial and ethnic groups are quite real. The forces which might wish to impose a stifling conformity are strong, and the tasks of both supporting each child's right and need for self-validation and of knitting that sense of commonality are more difficult than ever. In the midst of the turmoil which accompanies such profound demographic changes, this group of 38 teachers are reflective of the efforts of many who are passionately committed to creating an excellent, equitable schooling system which truly embraces diversity.

The majority of the training projects and workshops to which these teachers attribute their growth were given outside of the formal staff development and teacher training system. Yet, the teachers also made use of district provided staff development opportunities and contributed to them as workshop leaders. Generally, however, many of their experiences with district staff development and almost all of their experiences with pre-service teacher training programs left much to be desired. The urgency of their need for development opportunities related to working with diverse populations of students, and the lack of relevance of most training programs to this need were the most frequent indictments against the teacher development system.

They cite the happenstance way in which they have heard about the training

Facing page: Doris Brown works with a student in her sixth grade class at Bayside Middle School in San Mateo. Photo by David Maung.

Because the challenges they face in their classrooms are so great, and changes in the demographics of their communities so constant, they call for a comprehensive campaign of teacher development and support to enable themselves and their colleagues to meet the challenges.

opportunities they have pursued, and lament the lack of broad offerings available to them. Because the challenges they face in their classrooms are so great, and changes in the demographics of their communities so constant, they call for a comprehensive campaign of teacher development and support to enable themselves and their colleagues to meet the challenges.

We need, then, a proliferation of different kinds of training and professional development opportunities for teachers that speak to the different aspects of the challenges of teaching in diverse settings. And, we need a more complete mechanism to disseminate information about those opportunities, and to ensure widespread access to what is available. It has been demonstrated that the success of those development pursuits are deeply influenced by the existence of supportive school structures and relationships. And, that teachers (even the best of teachers in the most supportive of circumstances) are still not satisfied that the teaching approaches, materials, structures and policies yet exist to do the job facing us as a society.

These thirty-six teachers have made clear that no matter how well "trained" a teacher becomes, the kind of schooling needed in a diverse community can only occur in concert with changes beyond the classroom. A full attempt to create effective diverse classrooms cannot rely on teacher development alone. The necessary conditions include:

- supportive leadership
- climates of collegiality among teachers
- opportunities for interaction and coordination
- new curriculum development and materials development
- strong support services for students and families
- smaller class sizes
- school structures which promote integration ,and policies which set a tone of support for diversity

The changes needed are both profound and widespread. Ideally, they would include accessible, high quality training and professional development for all teachers in the four competency areas, with sufficient allocation of resources and time for teachers to pursue those paths of growth. Ideally, the structure of schools would support diverse classrooms and effective teaching by maximizing integration, creating smaller class sizes, and structuring time for teachers to work together and share expertise. And, ideally, teachers would teach and students learn within a context of a strong societal commitment to diversity and public education. These are all essential goals to work towards.

There are immediate steps to be taken towards accomplishing those goals. We call upon the California state legislature to create and fund a major five-year professional development campaign with the goals of supporting mainstream teachers to develop the expertise necessary to teach in a diverse society. This is a critical time of change in California history. *All* teachers in California classrooms should be both mandated and entitled to pursue professional development related to teaching in a diverse society. The choice of specific training opportunities and development activities should be left to the professional discretion of teachers

within the purview of the four competency areas designated in this report.

We further call upon the State of California to mount a concerted campaign to address the critical shortage of bilingual and language development specialist teachers. A strong mainstream curriculum alone is insufficient to meet the needs of a diverse student population. The more than 750,000 limited English proficient students in California schools need support programs to ensure them the language skills they need to participate fully and meaningfully in an English taught mainstream. The shortage of teachers to deliver these programs constitutes a major staffing crisis for the California schools. We support the full implementation of the recommendations presented by the State Department of Education's Task Force on Selected LEP Issues, "Remedying the Shortage of Teachers for Limited English Proficient Students".

We call upon the California state legislature to create and fund a major five-year professional development campaign with the goals of supporting mainstream teachers to develop the expertise necessary to teach in a diverse society.

Furthermore, the training and development agenda inherent in the four competency areas are partially addressed by existing programs in California at this time. (California International Studies Project, the content area projects established by SB 1882, etc.) It is essential that the state continue it's support for their activities.

We call upon the teacher training institutions and education schools (particularly those supported by state funds) to incorporate this training agenda into their administrator and teacher training efforts. It is essential that such preparation programs include exposure to the four competency areas identified in this research as central to effective teaching in diverse classrooms. This should include:

- coursework for all students developing knowledge of second language acquisition processes and of classroom and school approaches to supporting students through that process
- familiarity with a wide range of materials and literature from different cultures and periods in history to enable teachers to build inclusive curricula
- approaches to creating a classroom and school climate supportive of diversity
- exposure to the major cultures and national backgrounds of the student population in California.

We recognize this will require faculty development to ensure expertise in these areas within the schools of education, as well as changes in the criteria for selection of master teachers.

We call upon local school districts to consider placement policies for administrators which prioritize assignments in diverse schools for administrators with specific training in this area and demonstrated commitment and effectiveness in working with diverse populations.

Further, we call upon local districts to examine policies which may impede full integration and fail to support diversity. These include policies of creating tracks in year-round schools which are defined by language group and result therefore in linguistic and ethnic separation, and recommend that they attempt instead to create groupings which encourage close proximity between students of different ethnic and linguistic groups.

We call upon districts to mount full-scale professional development campaigns in the four competency areas designated by this report. These campaigns should ensure a wide range of training efforts related to the four competencies, a strong publicity and recruitment campaign, and be accompanied by visible district leader-

ship and support. We recommend that whenever possible, available training opportunities not be added on to the end of the school day, and that they include compensation payment for teacher time while involved.

We call upon private philanthropic foundations to expand support for the professional development and training projects which speak to the four areas of competency needed by teachers in a diverse society; to continue and expand support for curriculum and materials development related to building an inclusive curriculum, and to expand mini-grant programs for teachers which support their efforts to develop approaches, materials and programs appropriate to the diversity of their students.

We call upon school sites to utilize the Professional Development Program and the School Site Improvement Program professional development funds to target and support teacher development in the four competency areas. We further encourage the utilization of school improvement planning processes focused upon creating schools which are wholly supportive of diversity.

We call upon local communities to create coordinated systems for addressing the complexity and increasing incidence of special health, mental health, legal and economic needs among children. Failure to address these issues represents a major obstacle to children's abilities to participate fully in school. Therefore, we call for the development of a coordinated infrastructure linking schools with needed health and social services. Such a system should include a mechanism for early identification of those students in need of further supports, timely referral of students to appropriate agencies, and a process for informing concerned teachers about the status of their students once a referral has been made. This system must include services which are linguistically and culturally accessible and appropriate for students from a wide range of cultural and national backgrounds.

We call upon teachers to continue the arduous, creative and necessary task of recognizing and responding to the need for changes in California's diverse classrooms, and to continue their personal quests for the teaching approaches, materials and programs their students need and deserve.

California Tomorrow invites concerned educators at all levels of the system, policymakers, advocates and parents to join with us in developing this call into action.

The challenge of educating a diverse population is great, and the stakes high. Together we must create the mechanisms to encourage the cross-fertilization of expertise and perspectives, to combat the artificial separation between groups which share concerns and responsibility for creating an equitable and exciting diverse society, and ensure that teachers can join their expertise with other teachers. We need to combat the isolation of these education pioneers to enable them to persist in their exploration and development of a new education. And together, hopefully, the expertise each teacher brings through the individual and particular journeys of their teaching careers can be joined to others to knit the solution we are seeking as a society for how to effectively educate children of differing cultures, tongues and races.

PROFILE

SCENES FROM THE TEACHERS' RETREAT

"I HOPE that all those teachers who are out there in their classrooms, feeling alone, read this and know that there are others of us who care about the same issues...."

—Kate Duggan, middle school social studies, Glendale

In July of 1990 California Tomorrow selected a representative group of teachers from among the 36 teachers we had interviewed in-depth and brought them together for a three day retreat. They were a diverse group from: inner-city urban schools, wealthier suburban schools; from Northern California, Southern California and the Central Valley. Some teach in schools where the student population is 99% Hispanic, others in well integrated schools with students from all over the world, and still others from majority white schools just beginning to feel the affects of new populations. Some teachers were primarily focused on language and others on global education or prejudice reduction. But they all were actively involved in working with the challenges of diversity and have greeted the diversity in their own classrooms with a deep sense of excitement.

The retreat was a chance for California Tomorrow to hear these teachers respond to the initial findings of our research and to talk to us and with one another about the joys and frustrations of their work. They talked candidly and

Constantine Haramis delights his colleagues with a demonstration lesson at the retreat. From left to right: Lynda Robinson, Winnie Porter, Adelina Aramburo, Moyra Contreras, Kate Duggan, Madeleine Lee. Photo by David Maung.

Terry Griffin. Photo by David Maung

openly, raised issues not yet addressed in our original draft, and shared anecdotes from their classrooms and personal experiences. The discussions were passionate and intense. They spoke with joy and humor about the things they learn from the students and the wonderful energy in their classrooms as students learn from each other.

They talked, as well, about the fear and conflicts they see among students on campus and about the attitudes and school structures which enforce a tradition of conformity at the expense of diversity. They talked about their concerns; about the growing economic inequities and social distance between racial and ethnic groups, and the frightening spector of a society growing more polarized each day.

But, as prevalent in the discussions as were the many fears and unjust realities which create imperatives for change, it was the strength of the vision they are reaching towards that perhaps best explains what these teachers are about. "I want them to have choices", "I want them to be dreamers", "to seek knowledge", "to think for themselves", "to be unfettered by prejudice".

On one of the evenings the power went out and we moved outside into the warm summer night air. Gathering around two kerosene lamps, it felt like summer camp. There was that intense listening and honesty that comes most easily sitting around a fire. The teachers began to share some of their deepest hopes. Near the end of the discussion, with tears in her eyes, in a shaky voice revealing the intensity of her emotion, Terry Griffin said simply:

> "My vision is intimate, it is not global. That my kids learn to see and appreciate the humanity we all share, and take the responsibility for sharing it with each

other. I don't want for my kids not to be touched by me—or by each other—on a human one to one level—or to be prevented from being touched by each other by the forces of tradition, fear, and prejudice."

A profound silence followed.

Two days later, at the end of the retreat there was lively discussion of what teachers wanted to accomplish with this report. At one point Gayle Byrne looked across the room at the Malcolm X t-shirt worn by David Christiano. She read it out loud: "People don't realize how a man's life can be changed by one book". She started to speak slowly. "I want *this* book to change lives, to have the power to change the world our children grow up in and the kind of schooling they have."

And then she began to tell a story:

"When my son was in pre-school he kept bringing home pictures he had drawn in crayon...and they were all purple and grey. I wondered about it but didn't say anything until one day his teacher pulled me aside and suggested that perhaps Ryan was expressing some kinds of fears or that something was wrong. She suggested I consider taking him to a therapist. That afternoon I said to Ryan, 'Honey, I love the pictures you draw, they are really beautiful, but how come you always draw in purple and grey?' and he said, 'Mommy, I'm sorry they aren't bright colors. But two of the big kids at my school always take the bright colors right out of my hand and won't let me draw with them.'"

Gayle looked around the room and continued...

"And that was one of those times I saw so clearly, how much children want to be able to draw in all the colors of the rainbow, to have a choice from among all the colors. But that sometimes big kids, bullies, or circumstances of their lives, limit them to just a few colors. And when I think about what I want to do in my teaching, when I think about the impact I want this book to have for all the children in our schools, it's to see to it that we as teachers are able to ensure that every child has the whole rainbow of crayons with which to draw their lives."

There was a chorus of "yes". Then one voice cut through and said, "I think that is how we should end our book."

Appendix:

THE TEACHERS

Jim Antenore

Irvine High School, Irvine (The ethnic breakdown is: 2% African American, 20% Asian, 8% Hispanic, 1% Pacific Islander, 69% White.)

Teaches Comparative Religions, International Economic and Political Issues, and World Cultures.

Adelina Aramburo

Buena Vista Alternative Elementary School, San Francisco (The ethnic breakdown is: 6.8% African American, 0.3% Asian, 2.6% Filipino, 38.8% Hispanic, 1.9% Native American, 39.2 % White, 10.4% other.)

Teaches Spanish Immersion Kindergarten.

Judy Bebelaar

Galileo High School, San Francisco (The ethnic breakdown is: 14.6% African American, 45.1% Asian [primarily Chinese], 5.7% Hispanic, 5.5% Filipino, 0.1 % Native American, 6.5% White, 22.5% other [primarily Southeast Asian].)

Teaches Creative Writing and English.

Toni Bowman

Zamora School, Woodland (The ethnic breakdown is: 2.5% African American, 2.5% Asian, 10% Hispanic, 85% White.)

Teaches 2nd grade.

Doris Brown

Bayside Middle School, San Mateo (The ethnic breakdown is: 6.0% African American, 14.7% Asian, 12.2% Filipino/Pacific Islander, 29.5% Hispanic, 0.5% Native American, 37.1% White.)

Teaches 6th grade Language Arts, Reading and Social Studies.

Gayle Byrne

Ocean View High School, Huntington Beach (The ethnic breakdown is: 1.2% African American, 17.8 Asian, 0.7% Filipino, 11.7% Hispanic, 3.8% Native American, 0.2% Pacific Islander, 64% White and 0.6% other.)

Teaches College Prep British Literature, English/ESL and Humanities.

Nan Cano

Agoura High School, Agoura Hills (The ethnic breakdown is: 1.3% African American, 6.0% Asian, 0.7% Filipino, 2.7% Hispanic, 0.1% Native American, 89.2% White.)

Teaches 10th, 11th and 12th grade English and World Literature.

Facing page: Tim Curbo works with a student at Hawthorne Elementary School in San Francisco. Photo by Francisco Garcia.

SUSAN CRISTANCHO

Claremont Middle School, Oakland (The ethnic breakdown is: 56.9% African American, 8.5% Asian, 15.3% Hispanic, 19% White, 0.3% other.)

Teaches 7th and 8th grade Science.

DAVID CHRISTIANO

Oakland Technical High School, Oakland (The ethnic breakdown is: 70.9% African American, 18.7% Asian, 4.2% Hispanic, 6.2% White.)

Teaches 10th and 11th grade English

CATHERINE CHRISTIE

Santa Monica Elementary, Los Angeles (The ethnic breakdown is: 2% African American, 15% Armenian, 4% Asian, 4% Filipino, 75% Hispanic.)

Teaches Kindergarten, 1st and 2nd grades.

MOYRA CONTRERAS

Melrose Elementary, Oakland (The ethnic breakdown is: 35% African American, 50% Hispanic, 15% Asian [primarily Southeast Asian].)

Teaches Spanish bilingual 1st grade.

TIM CURBO

Hawthorne Elementary, San Francisco (The ethnic breakdown is: 19.6% African American, 19% Asian, 5% Filipino, 52% Hispanic, 0.4% Native American, 1% Pacific Islander, 3% White.)

Teaches 1st grade.

JOAN DANZ

Victoria Elementary, Southgate (The ethnic breakdown is: 3.8% African American, 1.2% Asian, 1.2% Filipino, 82.9% Hispanic, 10.9% White.)

Teaches 5th grade.

JERRY DE BONO

Cleveland Humanities Magnet High School, Reseda (The ethnic breakdown is: 22.1% African American, 17.4% Asian, 3.7% Filipino, 17.8% Hispanic, .05% Native American/Alaskan, .02% Pacific Islander, 38.3% White.)

Teaches English and Literature (including Advanced Placement).

BARBARA VALLEJO DOTEN

Huntington High School, Huntington Park (The ethnic breakdown is: 0.6% African American, 0.4% Asian, 0.1% Filipino, 97.4% Hispanic, 0.1% Native American, 0.1% Pacific Islander, 1.3% White.)

Teaches Social Studies including Bilingual American Heritage

KATE DUGGAN

Roosevelt Junior High School, Glendale (The ethnic breakdown is: 1.7% African American, 25.9% Armenian [Middle Eastern], 7.5% Asian, 7.9% Filipino, 48.4%

Hispanic, 8.56% White.)
Teaches 8th and 9th grade, U.S. History and World History.

KAY FONG

Franklin Elementary, Los Angeles (The ethnic breakdown is: 5.2% African American, 18.9% Asian, 6.6% Filipino, 28.4% Hispanic, 0.2% Pacific Islander, 40.7% White.)
Teaches 2nd grade.

TERRY GRIFFIN

Irvine High School, Irvine (The ethnic breakdown is:2% African American, 20% Asian, 8% Hispanic, 1% Pacific Islander, 69% White.)
Teaches Psychology, U.S. History, and Sheltered U.S. History.

CONSTANTINE HARAMIS

Miles Avenue Elementary, Huntington Park (The ethnic breakdown is: 1% Asian, 99% Hispanic.)
Teaches 3rd grade gifted.

KATHARINE HARER

Galileo High School, San Francisco (The ethnic breakdown is: 14.6% African American, 45.1% Asian [primarily Chinese], 5.7% Hispanic, 5.5% Filipino, 0.1 % Native American, 6.5% White, 22.5% other [primarily Southeast Asian].)
Poet-in-Residence co-teaching Creative Writing.

DENNIS HENDERSON

Hoover High School, Glendale (The ethnic breakdown is: 1.2% African American, 15.9% Asian, 3.7% Filipino, 25.9% Hispanic, .4% Native American, 0.1% Pacific Islander, 52.8% White [including 27.7% Middle-Easterners].)
Teaches Physics, Technology, People and the Environment.

MARIETTA JOE

Oakland Technical High School, Oakland (The ethnic breakdown is: 70.9% African American, 18.7% Asian, 4.2% Hispanic, 6% White.)
Teaches World History, English and AP English.

MADELEINE LEE

Hawthorne Year Round Elementary School, Oakland (The ethnic breakdown is 20.8% African American, 28.9% Asian, 46.5% Hispanic, 2.8% White,1% other.)
Teaches 1st grade.

ALICE LUCAS

Francisco Middle School, San Francisco (The ethnic breakdown is 13.1% African American, 42.4% Chinese, 3.5% Filipino, 5.2% Hispanic, 0.3% Native American, 3.6% White, 31.8% other [primarily Southeast Asian].)
Teaches Social Studies and ESL.

JAN MATTHEWS

Meyer Elementary School, San Jose (The ethnic breakdown is: 3.6% African American, 6.7% Asian, 8.8% Filipino, 67.9% Hispanic, 0.4% Native American, 1% Pacific Islander, 11.6% White.)

Teaches 4th grade.

WINNIE PORTER

Hawthorne Elementary, San Francisco (The ethnic breakdown is: 19.6% African American, 19% Asian, 5% Filipino, 52% Hispanic, 0.4% Native American, 1% Pacific Islander, 3% White.)

Teaches Spanish Bilingual Kindergarten.

AMELIA RAMIREZ

Redondo Union High School, Redondo Beach (The ethnic breakdown is: 2.5% African American, 3.9% Asian, 0.9% Filipino, 18.9% Hispanic, 0.1% Native American, 1.1% Pacific Islander, 72.6% White.)

Teaches 10th grade Honors and 11th grade American Literature.

BIN HONG TEO REIGER

Cahuenga Elementary School, Los Angeles (The ethnic breakdown is: 30% Asian, 66% Hispanic, 4% White.)

Teaches 1st and 2nd grades.

TOMMIE RICHARDSON

Franklin Year Round Elementary School, Oakland (The ethnic breakdown is: 17% African American, 70.2% Asian, 9.8% Hispanic, 2.7% Non-hispanic white, 0.3% other.)

Teaches 4th/5th grade combination.

LYNDA ROBINSON

Columbia Elementary School, Fresno (The ethnic breakdown is: 37.1% African American, 23.1% Asian, 38.7% Hispanic, 1.2% White.)

K-6 Reading Specialist.

CYNDY SHELTON

Huntington Year Round High School, Huntington Park (The ethnic breakdown is: 0.6% African American, 0.5% Asian, 0.1% Filipino, 97.4% Hispanic, 01% Native American, 0.1% Pacific Islander, 1.3% White.)

Teaches English.

ANGELA STEELE

Sequoia High School, Redwood City (The ethnic breakdown is: 4% African American, 4.4% Asian, 1.3% Filipino, 40% Hispanic, 0.3% Native American, 2.5% Pacific Islander, 47.5% White.)

Teaches LEP English.

CHRISTINA STROEH

San Rafael High School, San Rafael (The ethnic breakdown is: 7.3% African American,11.8% Asian, 0.3% Filipino, 19.2% Hispanic, 0.1% Pacific Islander, 61.3% White.)

Teaches Drama.

ROBERTA TELLER

Brookfield Elementary, Oakland (The ethnic breakdown is: 97% African American, 3% other.)

Teaches 4th and 5th grade combination.

HARRIET TROUSDALE

Roosevelt Junior High School, Glendale (The ethnic breakdown is: 1.7% African American, 25.9% Armenian [Middle Eastern], 7.5% Asian, 7.9% Filipino, 48.4% Hispanic, 8.5% White.)

Teaches 8th grade NEP and Sheltered U.S. History.

DINA VAN MINNEN

Bancroft Cinema and Performing Arts Junior High School, Los Angeles (The ethnic breakdown is: 43% African American, 2% Asian, 2% Filipino, 22% Hispanic, 31% White.)

Teaches Modern Dance.

APPENDIX:

METHODOLOGY

THE research which shaped this report is an outgrowth of California Tomorrow's Immigrant Students Project. Five years ago, that project began to document the needs and experiences of foreign born children in California schools and to examine the particular challenges immigration poses for the public school system. A report, *Crossing the Schoolhouse Border*, was published in 1988. Based on two years of research and interviews with students, educators and parents, we found that most immigrant children have tremendous needs which are not addressed by the schools. Barriers of language, culture, health and mental health prevent their full participation in schools. The report showed schools unprepared to serve these children, lacking resources or direction and, at times, unwilling to provide anything considered "extra" for the foreign-born child. The report closed with strong recommendations for programmatic and policy changes.

Immediately following the release of *Crossing the Schoolhouse Border*, the California Tomorrow Immigrant Students Project embarked on an effort to identify and document promising practices and programs in immigrant education. That documentation work resulted in a second project publication, *Bridges: Promising Programs for the Education of Immigrant Children*. It was intended both as a tool for educators and community advocates and also to facilitate communication among those interested in shaping schools to better meet the needs of an increasingly diverse population.

The focus on *immigrant* education, and on the special educational programs and supports needed by newcomers, inevitably led us to a concern about the impact of immigration on *all* classrooms and educational programs.We became specifically interested in mainstream classrooms—where most immigrant children spend the bulk of their school days and where *all* children face a rich diversity of languages, cultures and national backgrounds. Here, also, is where teachers have little training and little support for bridging those gaps.

This new research effort was a collaborative and exploratory inquiry into issues related to teaching in classrooms which include both immigrant and native U.S. born children. It was designed to document the challenges and elicit the expertise of mainstream teachers in California who face stúdents with whom they do not share a language or culture. These teachers actively seek ways to create classrooms that allow themselves and their students to transcend barriers of language, cultural differences and national background. Through the eyes of such teachers, we sought to understand their processes of creating new curriculum, pedagogies and approaches to re-shape mainstream education to fit the needs of an increasingly diverse student population.

The goal was to provide new information and direction for teacher training and for the plethora of new professional development programs springing up in districts throughout California. In the face of a critical shortage of bilingual and specialty trained teachers, districts struggle to transform the mainstream teaching force into teachers able to work effectively with immigrants, and with culturally and linguistically diverse groups of students.

From its inception, this project set out to understand teaching in diverse classrooms through the eyes of the teachers themselves. We wanted it to be a document that presented the work of effective teachers as their work, in their words with the meaning they attach to it. Therefore, it was important that our methodology focus upon capturing their perceptions and words. It was essential that the teachers themselves be actively involved in helping us make sense of the data and determine how to present it.

The methodology utilized two major approaches to data collection. We began with in-depth interviews with 36 teachers from throughout California representing a range of grade levels, regional areas, and subject areas. We followed with a three day group process including discussion of major issues raised in the interviews, reaction to a first-cut of the findings, and efforts to design the recommendations.

The Interviews

In the Fall of 1989, project staff contacted key people in district staff development, teacher preparation, and immigrant education and asked them to nominate mainstream teachers who were known to be particularly effective in working with diverse groups of students, including both foreign and U.S. born. The letters asked for referrals to "K-12 mainstream teachers who are breaking new ground in creating exciting and effective multi-racial and multi-national classrooms. We are looking for teachers who have created ways to address their teaching to the differing linguistic and cultural experiences of their students and have constructed ways to help both native born and immigrant students bridge cultures, race, language and national background to form a strong learning community in the classroom."

Eighty teachers were nominated and then screened with an initial phone interview. We selected 45 for full involvement in the study. They were selected on the basis of the composition of their student populations, geographic diversity throughout California, grade levels and subjects taught. Thirty-six agreed to participate.

In-depth interviews were held on school-sites with all 36 teachers, lasting from 40 minutes to two hours. These interviews were exploratory and open-ended. We focused upon teachers' perspectives on teaching in diverse classrooms and discussed their goals, intentions and rationales for their approach to teaching in that context. We gathered descriptions of how their classrooms are structured and managed and how the curriculum is shaped in response to the diversity of the students. The teachers articulated the problems and dilemmas facing such classrooms. The interview also encouraged teachers to reflect upon their own paths of development and provide analysis of the kind of training, contextual conditions, development and support that influences them in creating effective responses to multi-national, multi-cultural and multi-lingual classrooms. The "Topical Guide" for the interview had nine major sections with 31 suggested questions and prompts. It is available from the project. Interviewers were instructed, however, to allow the teacher to develop and dwell on the areas which seemed most relevant and important to them.

All interviews were transcribed. Internal analyses of each interview focused upon the linkages and relationship between various components of curriculum, peda-

gogy and the teachers' paths of development. We coded the interviews for a cross-cutting analysis based upon compiled material from all interviews. A large matrix was created for analysis of specific teaching approaches and elements.

Based upon this analysis, we prepared a first-cut report of findings and circulated it to teachers who were interviewed. In addition, seventeen of the teachers participated in a three day retreat for purposes of responding to the findings. In addition, teachers were provided with either copies of their transcripts, or with copies of specific quotes which the project intended to use in the report. They were given the opportunity to clarify material they felt needed clarification, to mark sections which they did not want used in print, and to otherwise respond.

The Retreat

A three day roundtable retreat was held July 9-12 in Sonoma County at the Westerbeke Ranch. The retreat had four major purposes: to involve teachers in responding to the first-cut of the findings; to elicit new material on issues raised but not fully explored in the interview process, to provide an opportunity to explore areas in which the interviews presented contradictions, and to work together on designing the recommendations of the report.

The entire retreat was taped, and the tapes later used for analysis. In addition, teachers created several new types of data for the project during the retreat. These included personal maps of their development as teachers, pictoral representations of the impact of forces beyond the classroom upon their work with their students, and simulated demonstrations of specific techniques and approaches they use in their classrooms.

Finally, the discussions among teachers became an invaluable means of helping us understand the dimensions of the dialogue within the teaching profession about issues such as language support, school climate, and the politics of staff development.

The Report

We designed and intended this project to be highly collaborative. The meat of this report is in the glimpse we get of teachers' work and of diverse classrooms through the eyes and voices of teachers themselves. While the report rests solidly upon their work, the full responsibility for the overall content, tone and recommendations rests with the project staff.

APPENDIX:

TRAINING AND DEVELOPMENT RESOURCES REFERRED TO IN THE TEXT

ANTI-DEFAMATION LEAGUE'S "A WORLD OF DIFFERENCE" PROJECT

"A World of Difference" is a national anti-prejudice campaign sponsored by the Anti Defamation League, one of the oldest human rights organizations in the United States. The campaign includes a highly visible, intensive public relations campaign to reduce prejudice based on race, religion, ethnicity and national origin and to celebrate diversity and promote intergroup understanding. The ADL has created a study guide for educators with exercises to be used in the classroom. ADL offers training to teachers in the use of this curriculum.
For more information contact the local ADL office: 121 Steuart Street, Suite 302, San Francisco, CA 94105 (415) 546-0200 or 10495 Santa Monica Blvd., Room 814, Los Angeles, CA 90025 (213) 446-8000

BAY AREA GLOBAL EDUCATION PROGRAM

The Bay Area Global Education Program (BAGEP) is a curriculum and staff development program designed to improve international studies education in Bay Area schools. Founded by its co-sponsors the World Affairs Council of Northern California and the Institute for International Studies at Stanford University, the program strives to improve the competence of elementary and secondary teachers in the teaching of world regions, international issues, and foreign languages. The program works on a collaborative model involving teachers, staff and university professors. However, many workshops, Summer Institutes and curriculum services are available to all interested Bay Area teachers. For more information contact: BAGEP at 312 Sutter St., Suite 200, San Francisco, CA 94108 (415)982-3263. BAGEP is one project of a state-wide network of resource centers called the California International Studies Project (CISP). BAGEP works primarily with selected school districts. For information about CISP programs statewide contact: CISP Institute for International Studies, Stanford University, Littlefield Center, Room 14, 300 Lasuen, Stanford, CA 94305-5013 (415) 723-6875.

BAY AREA WRITING PROJECT

The Bay Area Writing Project is an organization of, by, and for teachers of writing at all grade levels. Based at the University of California at Berkeley, the project is dedicated to improving the teaching of writing through a variety of programs. Working from a firm belief in the power of classroom-tested knowledge, the Writing Project chooses as consultants successful practicing teachers who have participated in the Summer Invitational Institute. These Teacher Consultants work with teachers of all subject areas, building on existing practices by sharing activities, methods, and approaches proven in the classroom. Throughout the academic year the Teacher Consultants, themselves classroom teachers, conduct inservice workshops in district-sponsored programs. Each program includes demonstrations of

teaching methods, writing activities, and promising approaches that can be used in the classroom. For further information contact: Bay Area Writing Project, School of Education, University of California, Berkeley, CA 94720 (415) 642-0963.

Green Circle Project

The Green Circle Program, sponsored by the National Conference of Christians and Jews, is "a growing experience which helps children understand that differences in people are OK". In classes led by trained facilitators, children explore their attitudes toward and experience with inclusion and exclusion. They are guided through alternative problem-solving methods, models for understanding feelings and attitudes, and activities to enhance self-esteem. The centerpiece of the technique is a flannelboard demonstration of a circle—the child's "world of caring"—that grows to include more and more concepts: self, family, community, national and world. This simple model leads to discussions of inclusion and exclusion as figures representing religions, ethnicities and handicaps are placed in—and out—of the circle. Training workshops for teachers, and materials are available. For more information, contact: National Conference of Christians and Jews at 635 South Harvard Blvd., Suite 224, Los Angeles, CA 90005 (213) 385-0491.

Herald Project

The Herald (Humanities Education Research and Language Development) Project is a joint project of the San Francisco Unified School District and the San Francisco Education Fund. The Project's mission is to promote oral and written language performance for high school students from all academic and language backgrounds. HERALD supports interdisciplinary teams of teachers in all the district's comprehensive high schools and several alternative high schools. The many and varied programs of the HERALD Project focus on: promoting student's active learning, breaking teacher isolation by building a professional community, and using community resources to enrich classroom learning. For more information contact: HERALD Project, SFUSD/Parkside Center, 2550 25th Ave., San Francisco 94116 (415) 566-0230.

High Intensity Language Program

In response to a growing need for bilingual teachers, the Los Angeles Unified School District has developed the High Intensity Language Program which offers foreign language training for teachers. Currently the programs range from Spanish immersion courses in Cuernavaca, Mexico to ongoing after school or Saturday classes. The programs focus on culture, methodology and language, and, except for the program in Cuernavaca, are free to teachers in the district. Also available through the District Wide Salary Point Inservice Classes are courses in Spanish and Cantonese. For more information, contact: Office of Bilingual Education/ESL Instruction, LAUSD, 450 N. Grand, Rm A370, Los Angeles, CA 90012 (213) 625-6937.

Multi-District Teacher Training Institute

The Multi-District Teacher Training Institute (MTTI) is a three-year program which trains teachers in the theory and practice of language develpment for non-native speakers, as well as in techniques for training other teachers with these skills. MTTI was founded on the philosophy that it is unrealistic to assume teachers can educate their increasing populations of LEP students without special training. The first year is devoted to theory and structure for language-minority students; the second year trains teachers to build a repertoire of classroom instructional strategies based on the theory; the third year trainees learn to train other teachers. MTTI has been offered in several districts throughout the state, building a cadre of trainers within those districts to continue the training program. For further information, contact: MTTI, University of the Pacific, School of Education, 3601 Pacific Ave., Stockton, CA 95211 (209) 946-2682.

New Bridges Project

The New Bridges Program of the Center for Human Development in Lafayette works to help students understand the sources of "faciscm, sexism, xenophobia, classism and homophobia" in society, and how these forces prevent the building of alliances and "bridges" between people from diverse backgrounds. New Bridges was founded in 1985 with the goal of developing strategies to break through those divisions. Every summer, New Bridges runs a 7-day intensive summer camp for high school students. New Bridges facilitators are also available to provide workshps for school groups and for teachers. For more information, contact: Center for Human Development at 440 Grand Avenue, Suite 210, Oakland, CA 94610 (415) 268-3696.

POGO Days

"POGO" stands for Professional Opportunities Growth Options, a program developed in the Glendale School District in order to create opportunities for teachers to observe their fellow teachers in action. A POGO day occurs on a specific day chosen by the District. Teachers submit applications in advance specifying what type of technique and which teacher they wish to observe. For example a teacher might want to see another teacher using Sheltered English. The district arranges for the required number of substitutes and organizes it so that two teachers double up on one substitute. For more information, contact: Glendale Unified School District, Staff Development Center, 4747 New York Ave., La Crescenta, CA 91214 (818) 249-5104.

TRIBES

Tribes is a process with activities intentionally designed to build self esteem, responsible behavior and academic achievement. Tribes are classroom groups of five to six students who meet together regularly thoughout the school year and come to enjoy a sense of belonging and care from each other. A sequence of group activities facilitated by the teacher develops trust and respect for others. As Tribes become supportive working groups they are used for the management of behavior, problem-solving, decision making, and the teaching of subject matter through peer

interaction. A book describing the activities and process is available. However, to implement the Tribes Program effectively, a thirty-hour in-service training is recommended. For further information, contact: Tribes at 391 Taylor Blvd., Suite 120, Pleasant Hill, CA 94523 (415) 687-8844.

University of California Humanities and Literature Institutes of the UCLA Writing Project

The UCLA Writing Project offers a variety of programs aimed at advancing teachers' expertise through professional development institutes. The UCLA Writing Project offers the Summer Humanities and Literature Institutes, ongoing year round workshops that focus on topics such as curriculum development with ESL teachers, as well as providing useful publications. Past institutes and workshops have focused upon the literature and history of the Pacific Rim, Hispanic literature, African and African-American literature, and an institute is planned on the literature of Native Americans. The Program is sponsored by UCLA's Center for Academic Interinstitutional Programs (CAIP), and is open to teachers from all grade levels and subject areas. Districts may also contract with CAIP to provide a series of ten two-hour faculty workshops tailored to meet the specific needs and interests of a particular school. For more information, contact: CAIP, UCLA, Gayley Center, Suite 304, 405 Hilgard Avenue, Los Angeles, California 90024. (213) 825-2531

APPENDIX:

GLOSSARY

Bilingual Education

A bilingual education program is designed for children of limited English proficiency to provide instruction both in English and in the pupil's native language. Bilingual programs are based upon second language acquisition research and the understanding that strong development of one's native tongue is the best basis for transfer to a second language, as well as an educational commitment to ensuring that students receive content area instruction in a language they can understand. "Transitional bilingual programs" use the student's native language to the extent necessary to facilitate acquisition of English language skills and content-area instruction. When the district determines a student is ready to participate in English-only instruction, the use of the native language ceases. In "maintenance bilingual programs" the use of the native language continues to ensure that a child becomes fully literate in two languages.

Bilingual Credentials

These teaching credentials are issued by the State of California for teachers who have received specialty training in certified bilingual credential programs. The credentials include the Multiple or Single Subject Teaching Credential with the Bilingual Emphasis, and the Bilingual/Cross Cultural Specialist Instruction Credential. This training is above and beyond the regular teaching credential. Teachers receiving the bilingual credential have demonstrated proficiency in a second language, knowledge of research, theory and methods of second language acquisition, and knowledge of culture. In some cases bilingual teachers hold a Bilingual Certificate of Competence instead because they have exhibited equivalent competencies by passing an exam.

Cooperative Learning

A group centered learning process designed to develop the potential of each student while encouraging the growth of social skills. Working in teams, students are able to contribute their individual skills and strengths and learn how to work collectively towards common goals.

ESL (English as a Second Language)

English as a Second Language refers to a teaching approach and program to teach English to speakers of other languages. ESL is the most prevalent program of language support for students who are limited in English proficiency. As defined by the California State Department of Education, ESL is instruction of the English language including but not limited to its structure, syntax, morphology, phonology, intonation, grammar, lexicology, semantics, the nature of langauge change, language acquisition, language learning and language production.

LEP (Limited English Proficient)

This is the official designation used by schools for students who cannot function effectively in either oral or written uses of the English language. Students who are

so designated are entitled to an educational program which includes language support services to prepare them to function fully in an English taught curriculum and program.

Language Development Specialist

This certificate authorizes the holder, who must already possess a valid California teaching credential, to provide English as a Second Language instruction to LEP students at any grade level and to provide English for academic achievement instruction in English Language Development programs. The training involves six semester units of college course work in a foreign language or equivalent experience in a non-English speaking environment in addition to coursework in second language acquisition.

"Pull Out" Program

A "pull out" program is an educational program designed to meet the special needs of students by removing them from their mainstream classroom for regularly scheduled periods of the day or week. These programs are taught by teacher specialists to meet those needs which are considered beyond the reach of the regular mainstream program. English as a Second Language (ESL) and Gifted and Talented Education (GATE) are examples of "pull out" programs.

Sheltered English

Limited English Proficient (LEP) students are separated from native speakers of English for purposes of combined English as a Second Language and content area instruction. This program type provides limited instruction in core content areas through English. Teachers use simplified English and techniques based in second language acquisition research to specifically gear their instruction to students who are not fluent in English.

Total Physical Response

A popular second language teaching method based upon the relationship between speech and its physical representation or execution. This approach emphasizes the use of physical activity for increasing meaningful learning opportunities and language retention. Concept development is enhanced by "acting" and situating language in action.

Year-Round Schools

Year-round schools are both an alternative learning schedule and a mechanism for increasing the enrollment capacity of educational facilities. Unlike traditional schools which operate for nine-months followed by a three-month summer vacation, the year-round school organizes its academic schedule into instructional blocks and vacation periods which are evenly distributed throughout a 12-month period. Typically, they employ a multi-track system which groups teachers and students into separate tracks, with staggered instructional blocks and vacation periods. While one track is on vacation, the other uses the same space.

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—Laurie Olsen, Project Director

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